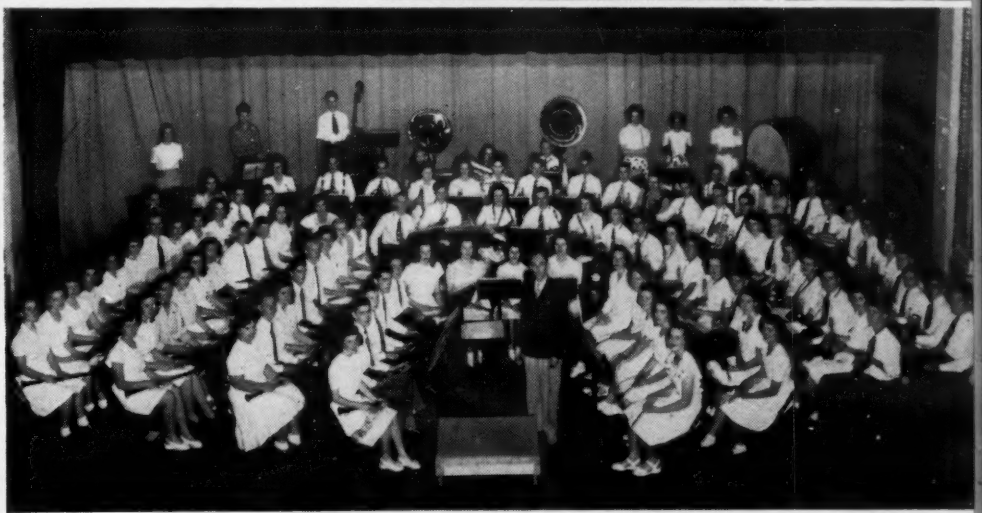


School Activities



NOVEMBER 1948



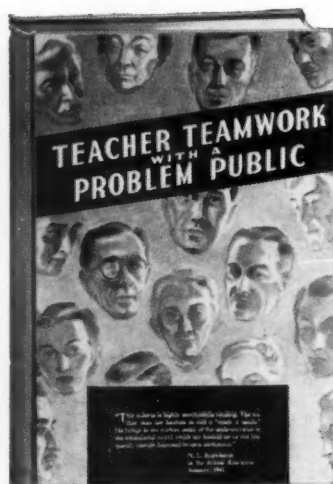
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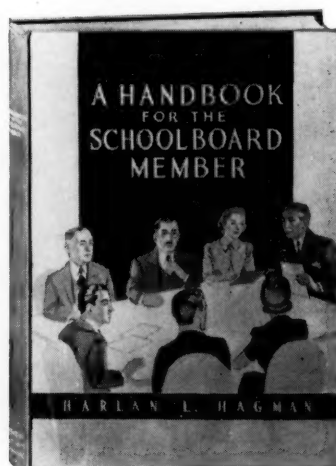
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As the Editor Sees It

"Scholarship" alone, as the end and aim of secondary and higher education, is on the run, but it is interesting to note the "expanding conception of scholarship" that its proponents now preach. During the past few months we have read a couple dozen editorials, articles, and what-nots devoted to explaining how this expanded concept of scholarship includes standards of conduct, good character, self discipline, emotional control, religion, physical health, a philosophy of life, thriftiness, and a lot of other elements or characteristics which together go to make up "good citizenship" — not scholarship. That's educational progress, of course. Naturally, we aren't too much interested in titles, terms, or expressions, but in the substance involved. However, we believe that "good citizenship" (or just plain "citizenship" with the "good" understood) is a much better term than "scholarship."

A little further. Recently there has developed a considerable movement for non-science laboratories in the school — writing laboratories, social science laboratories, foreign language laboratories, mathematics laboratories, etc., all designed to make learning more functional. The extracurricular program has always represented an activities laboratory. Perhaps, ultimately, the school will become known as a "citizenship laboratory." Why not, if its main job is producing citizens?

School people have always been very cautious about bringing outsiders in to assist with activities. And there is much to be said in favor of this policy. However, in most communities there are competent and acceptable adults who have hobbies that are, or may be, represented in the club program, and in many cases these individuals may quite profitably help to sponsor a club.

Now that gasoline is available, school trips will again soon become common. And, wisely organized, carefully planned, and properly safeguarded, these trips represent extremely profitable educational events. They should be a definitely established part of every school's program.

However, may we emphasize the fact that a school bus loaded with eager and enthusiastic pupils is dynamite — and dynamite is useful but it must be handled with great care. One accident, or a bit of boisterous conduct, will bring undesirable publicity that will handicap the trip idea for a long time. In short, a school trip cannot be planned, organized, supervised, and conducted, too carefully.

Increasingly, school music groups are writing their own operettas. The usual professionally written school operetta is pretty lame both musically and dramatically, so that of a group of amateurs may not be much of an improvement, (perhaps, though, it cannot be worse), especially this year when most of these home-made operettas will be largely compilations of war-time popular and patriotic numbers. If you are planning a locally-compiled product, make sure that it is as good as possible. And remember, "The kids wrote it themselves" will not justify an amateurish production to which an admission fee is charged.

There are several important principles underlying a good program of extracurricular activities, but these three are the ones most frequently forgotten in actual practice. In a good extracurricular program, (1) emphasis is centered on educational outcomes and not upon competitive aspects; (2) participation is unlimited — open to all who desire it; and (3) participation is entirely voluntary — it is not compulsory either directly or indirectly.

Along about this time each year we receive dozens of requests for copies of constitutions of student participation in school government plans. And our staple reply is a suggestive outline of only the main points covered in such an instrument, and the advice, "work out your own." Blindly copying a constitution, or even closely imitating it, may be justifiable (we are not certain) only if, (1) the copyee has been preeminently successful, and (2) the copyer is an exact duplicate in every way. There are no such exact models. So . . .

A Functioning Student Court

THE Student Court offers excellent opportunities for democratic teaching.

It encourages school spirit and creates pride in participation in the government of the student body. The real source of democracy is in the students themselves, and if the opportunity for self-government is not granted those who are to be guided in the ways of democratic government, we cannot expect these same people to have a clear understanding of our democratic set-up in later years.

The average public high school is run in an autocratic system — from the superintendent to the high school principal to the faculty to the student. We may be teaching democracy, but that teaching usually is of the text-book type. We are anxious that pupils learn about it, but we are careful that it isn't learned through participation in school planning and administration.

Probably the reason for our failure to give students a part in making their own decisions is because of our lack of confidence in their ability to make the proper use of these responsibilities. Perhaps some students might take unfair advantage, but a start, in some small way, can be made, and from these simpler experiences the program can be gradually expanded to provide for a broader form of activity.

The first step in the way of preparation must be in getting the cooperation of the faculty; not only the principal, but the entire teacher group must be willing to go along and expect many difficulties to arise. Teachers must be prepared to discuss the problems of the school in a democratic way. They must be prepared to give and take. There may be times when this is a difficult matter, but when the student knows that he has a voice in matters and that his ideas will be dealt with fairly, fairness on his part is usually assured.

One must remember that the Student Court is only a part of the organization. First, there must be the Student Council. Most high schools have encouraged student participation to this extent. The court goes a step farther and permits students to hear the problems of their fellow students and to pass judgment on them. To turn over all the problems of the average high school to a group of students without

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Principal

MARGARET TAYLOR

Director of Activities

Senior High School

Mt. Lebanon, Pennsylvania

the necessary guidance and preparation for making decisions would be inviting disaster. For this reason, the members of the court must have the benefit of wise counsel from an understanding faculty member. Their attitude must be one of help and encouragement at all times in dealing with their fellow students, and great care must be taken to avoid making policemen of the members.

The average student will be fair in his decisions and will respect the rights and duties of the faculty principal. Care in the selection of members of the court is essential, and an understanding that the welfare of the entire school must be placed above individual desires is essential. If outstanding students are selected, students, teachers, and parents will respect their decisions.

In addition to the possibilities provided for solving student problems, the court offers a unique type of guidance. The attitude of all concerned should be that of trying to help the individual who for some reason is unable to keep in line with the rules and regulations. Usually the first question asked of an offender is why he seems to be unable to meet the requirements set up by the school. Often students give their real underlying reasons to their fellow students, where only evasive answers are given to the principal or teacher.

Furthermore, the members of the court are sometimes better prepared to understand and to encourage improvement, and in nearly every case the offender goes away with a feeling that he has been dealt with fairly and with a desire to improve his actions for his own benefit and for the benefit of the entire school.

Occasionally, as in every student body, the court must deal with that type for which there seems to be no solution — the fellow who objects to all rules and regulations. After all other means have been tried, the court will recommend that the Principal suspend him for a time and re-

quire that his parents be present for a conference on his return. This penalty is very seldom necessary, but when necessary for the good of the school, the Principal should not hesitate to back up his students' decision and see that the order is carried out.

The following is a description of the procedures that we have followed during the past several years, with what we consider to have been a success.

The Student Court was organized and began functioning in the Mt. Lebanon Senior High School in the spring of 1941. The administration, the faculty, and the student body, all had a part in its inception. The student body, always active in enlarging the Activities Program and playing a larger part in the functioning of the school program, was eager to experiment with a court. The administration and the faculty, interested, too, in expanding the activities program, saw it also as a possible answer to our detention problem; for, before the student court was organized, the assigning of detention was our chief means of punishing offenders.

In the four years the Student Court has been in existence, it has handled approximately twelve hundred cases. We have a form called the "out-of-order." This form is used by teachers to report student behavior which they feel calls for disciplinary measures. The "out-of-order" gives the name and the grade of the offender and states the offense. All "out-of-orders", except those dealing with tardiness and attendance, are turned in to the activities director, who turns them over to the court. Nothing specific can be said regarding the type and variety of the cases handled. They are cases that would arise in any normal high school student body of twelve hundred.

The court consists of eight student members and the activities director. The student members, four of whom are from the twelfth grade and two each from the eleventh and tenth grades, are appointed by the Executive Committee, a committee made up of the three officers of the Student Federation and the activities director. Appointments must be approved by the Executive Board, which is the student governing body, and the high school principal. An effort is made to have an equal number of boys and girls on the court. The twelfth and the eleventh grade members alternate weekly in acting as judge. Members from the tenth grade serve only as clerks. A

student, once he is appointed, remains a member so long as he does a good job. We have had some students who have remained on the court throughout their three years in high school. Others have had to be removed before the end of one semester.

The court functions in this way: On Monday morning during the activities period the members meet and go over the "out-of-orders" turned in for the preceding week. At this time the clerks check the records to see whether or not the students who have been reported to the court have had previous "out-of-orders" and, if so, the number and the nature of the offense or offenses as the case may be. The student who is acting as judge for the week reads the "out-of-orders" and discusses the cases with the other members. Should the court feel that additional evidence is necessary or desirable in some particular case, the teacher who turned in the "out-of-order" is asked to come to the meeting. The principal, too, is frequently asked to attend. The individual's problems, his personality, and his past record are all taken into consideration in discussing his case. On the evidence at hand a tentative decision is made. We use the term "tentative" because obviously no final decision can be reached until the student has been given an opportunity to state his case and to defend himself. Needless to say, decisions are frequently changed. The clerks are responsible for writing the summons and delivering it to a student who is to appear before the court.

The court meets each Tuesday after school to hear the cases. They are heard individually, of course. The judge reads the "out-of-order" to the student, asks him to state his case, and, after weighing all the available evidence, hands down his decision. The court is conducted in a very informal way. The other judges, who are present at all meetings, are free to make suggestions.

A difficult phase is finding penalties which the court can feel assured will be carried out. We handle this problem in this way. When a student is called before the group for the first time, no penalty is handed down. The judge talks to the offender and, if he has been found guilty, tries to point out wherein he is in the wrong, and points out the advantages of being a good citizen. He is told, however, that if he gets a second "out-of-order" and is found guilty, he will be removed from

(Continued on page 119)

Housing the Student Participation Program

SCHOOL administrators accept many of the values of student participation in the school program. However, in many instances this program is not only hampered, but to a great extent limited in its potential contribution to the educational program because of restricted housing facilities.

If this phase of the school program is not planned for in the school buildings, much that might otherwise be gained may be lost. It is possible to have a form of student participation within a school without special rooms, but what otherwise might be a fair program will be enhanced greatly by the inclusion of student body offices, student conference rooms, publications offices, etc., within the building and set aside for that purpose only. Where these rooms have been provided, it has been shown that such rooms are often used as much, and with almost equal effect, as rooms provided for some phases of the instructional program. The spirit of the student body and student leaders reflect the consideration given them in recognizing in this way their active participation in the educational program and the importance of their activities.

When a chemistry class or physics class is conducted without the aid of proper laboratory facilities and equipment, the instruction may be of doubtful value in the light of present educational standards. It follows that if a program of pupil participation is not given consideration in the housing facilities of the school, at best the results will be only part of the value that could be derived with proper housing.

In order to determine to what extent the student participation has been housed in the modern high school, thirty high schools in Southern California were surveyed as a random sampling. The schools included those of an enrollment of from 300 to 2,800, and with campus sites of from $7\frac{1}{2}$ to 33 acres. The buildings were constructed from 1902 to 1940 and included both rural and city schools. The survey was not intended as a thorough investigation of the field, but rather to give some index of the present policies of housing the student participation program. The findings were as follows:

1. 100 per cent of the schools contacted indicated that they had some form of student participation in government

A. EWING KONOLD

Principal

*Santa Monica High School
Santa Monica, California*

and had an extracurricular program in operation.

2. 46 per cent of the schools made provision for student body offices.
3. 39 per cent of the schools had a school bank. Of those having a school bank, 60 per cent used it in the instructional program.
4. 64 per cent of the schools had a student body store. Of those having a school store, 47 per cent used it in the instructional program.
5. 44 per cent of the schools had a special club room, and 33 per cent of these schools used the club room in the instructional program.
6. 30 per cent of the schools provided for a Girls' League room, and 12 per cent used this room in the instructional program.
7. 8 per cent of the schools provided for a Boys' League room.
8. 10 per cent of the schools had a malt shop or provided a student union building.
9. 25 per cent of the schools provided for other facilities, including: a room for student publications (10 per cent), student court room (5 per cent), canteen or malt shop (ten per cent).
10. The area of the campus was no index of the facilities offered.
11. The date of construction of the building provided no positive correlation with the provisions offered.
12. The size of the student body indicated that the larger student bodies provided more facilities, but some of the smaller schools were equally generous in the space provided, but these were not as numerous.
13. Many administrators, in explaining that they had no housing provisions for the student participation program, indicated that where new buildings were being erected more attention was being paid to the need for these

special rooms for the extracurricular program.

In summary, the information derived from the survey indicated that there is general acceptance of the values of the student participation program by the fact that 100 per cent of the administrators indicated that they made provision for the program in their school; however, the degree to which this program is supported by providing adequate housing facilities left much to be desired.

The findings would indicate that, if modern standards are to be attained, more attention must be paid to adequately housing the student participation program. Extracurricular activities can well become the laboratory to social living and to the development of responsibility and good citizenship, in much the same way as the science laboratory is to chemistry and physics or the model kitchens are to the household arts department. If the values are accepted by the administrators, it is only right that they see to it that the program is properly housed and thus facilitate the maximum opportunity for the success of the student participation program.

It is doubtful if all the following facilities can be provided in any one school, but the list is suggested as some of those facilities that are desirable and appeared most frequently in the survey:

STUDENT BODY OFFICES: This office should be located in a prominent section of the building with enough room to care adequately for the type of student government in effect. Desks, a bulletin board, and an air of good business administration will lend dignity to student government and will help make the students feel that they are an integral part of the school program.

STUDENT BODY STORE: The store can be limited to handling miscellaneous articles or can be extended to meet a wide variety of needs of the students and faculty. The income derived from such a store will not only cover any expense involved, but will offer a real source of revenue for the operation of the student government. The area should be adequate to handle a rapid turnover of small purchases and should be located near the canteen, cafeteria, or center of the campus activities. Salesmanship, advertising, merchandising, and similar classes may use the student body store as a laboratory to the classroom.

STUDENT BODY BANK: The bank should be housed in a room equipped with counter, tills, etc. It is ideally suited as a laboratory in mechanical calculation, bookkeeping, banking, and related commercial subjects. A financial advisor is essential to the smooth operation of a school bank, and when properly operated all student finances may be handled by the students, with all the educational advantages thus being afforded them.

STUDENT PUBLICATIONS OFFICE: This may be one or several offices, depending upon the size of the school and the scope of the journalistic activities. Provision should be made for the school paper, the yearbook staff, and a section provided for the staffs of the student handbook or school anthology, if such are printed. This activity also lends itself to the instructional program of English, journalism, display advertising, etc.

CLUB OR CONFERENCE ROOM: A room attractively furnished and built around the student activities will aid in creating an atmosphere of dignity to student meetings. With the present-day increased emphasis on student groups' visiting other schools, it will provide a place to entertain visiting groups. Such a room might well be shared with the faculty, who could use it for small group meetings, for P.T.A. committee meetings, etc.

THE BOYS' LEAGUE AND GIRLS' LEAGUE ROOM: These may be small, but each should have a room that is distinctive of the interests of the group and thus provide a meeting place for committees and the executive groups of the boys' and girls' organizations of the school.

STUDENT UNION: Provision in the secondary school plant for a student union is at present seldom evident. Although some secondary schools now have such facilities for their students, most schools are content to have a canteen or malt shop, with the area around this generally the meeting place of large groups of students.

Children are living in a world which is not of their own choosing. They must have help in developing a faith in the kind of a world which their generation can build. They must have confidence that they each can have a share in the work of the world. To build a free world the people must first be educated for it. In meeting this need, the schools of America should be the interpreters of democracy.—Carroll R. Reed, first assistant superintendent of schools, Washington, D. C.

Three All-School Shows in Tulsa

IN TULSA, Oklahoma, an annual activity in each of the three high schools (white) is the presentation of an all-school show. Such a production is used as one means of articulating a fundamental principle in the educational philosophy of the Tulsa schools. This principle is that each child shall be afforded the opportunity for maximum development of his abilities, building toward a well-adjusted and well-balanced personality. Part of these opportunities grows out of the extra-curricular activities which are regarded as an integral factor in the general curriculum.

The three high schools (Central, Daniel Webster, Will Rogers) consider the building of the all-school shows as one highlight in the school program. The students take the initiative in the organization, the direction, and the presentation of the production. They work under the leadership of an adult director, but most of the decisions and judgments grow out of the critical evaluation of the students themselves.

For each of the three high schools, the underlying purposes of the productions are similar, although each school uses a different method to arrive at the goals set up. It is believed that within the school population there lies a wealth of talent which may remain dormant unless ample opportunity is available for these talents to find expression. By using the shows as a medium, the creative ability of many students finds an outlet; it would be possible, otherwise, for a great many boys and girls to complete their high school careers without experiencing the excitement and thrill of bringing into existence an idea growing out of their own imaginations.

In order to illustrate clearly how the general purposes of these shows are amplified and how the students themselves organize and manage their productions, this article will present the procedures used by each school.

THE DAZE

(Central High School)

In 1927, as the result of withdrawing from the state scholastic and talent contests, Central High School (at that time the only public high school in Tulsa) organized her first all-school show so that

MARGUERITE SMITH

*Chairman of English Department
Will Rogers High School
Tulsa, Oklahoma*

those students with special talent might have some means for creative expression. The show was called "The Daze" and it began as a simple variety show; later, however, it developed into a complicated production with the students assuming more and more of the responsibility and organization.

A special feature beginning with the first show and continuing through the years is the election by students of a King Daze who reigns over the production with a previously elected football Queen. An interesting part of this feature is that the result of the election remains secret until the night of the first performance. Even the three final contestants do not know who has been chosen until they are ready to be made-up for the opening curtain. The winner is attended by the runners-up.

The original organization of "The Daze" included a Board of Judges and Faculty. This Board was composed of the presidents of all school organizations plus selected faculty representation. Because the presidents were not too effective as talent scouts and scene directors, changes and additions were made in the set-up.

At the present time, the following plan is used: A General Policy Board is organized. Any interested person is eligible so long as he fills out and files an application with the adult director. It is the duty of this Board to set up the organization of the show and form the policy of action to be followed in relation to talent selection and production.

From this large group of seventy or eighty, a second Board is established. This group is made up of experts who become the script writers and directors of the scenes. Students on this Board act as an executive group. Also, these members must meet rigid requirements relative to eligibility, talent and experience. The membership is restricted to some seventeen or eighteen students.

A third group known as the Advisory Board also grows out of the General Policy Board. The function of this smaller organization is to spot talent, to submit sug-

gestions for the main theme, to help plan the production as a whole. It is not necessary for students belonging to this group to be specialists in any certain field; their contributions are important to the production in its entirety.

The three Boards as one unit make up the judges for the try-outs. Their opinions are usually accurate, since their critical judgment is directed by the interest in the success of the show rather than by interest in personalities. Of course, the adult director carries the power of veto over any decision made by the Boards; however, only in rare instances is she forced to employ this veto.

The adult director is the chief executive in charge of the entire production. Her position is to aid and direct students as they face problems which confront them. She passes judgment on all acts, all scenery, all continuity. Her job is a big one, even though the students make most of their own decisions, for her position is that of co-ordinator and executor.

In "The Daze" some three to four hundred students participate each year; thus, one can easily see the extent to which close harmony must be a vital factor in the presentation of this all-school show.

THE TALICADE (Daniel Webster)

At Daniel Webster High School the procedures are somewhat different, although the philosophy and purposes are concurrent with those of the other two high schools. The show is called "The Talicade", with some two hundred fifty students participating each year.

Around the first of November the General Planning Committee has its first meeting. This committee is composed of all interested students fully enrolled in Daniel Webster High School.

The first job for this committee is the selection of a title and a theme for the year's production. The English classes are called upon to submit suggestions and recommendations; suggestions may also come from any individual. Through elimination and combination, a suitable title and theme are chosen; thus upon the completion of this task, the large committee dissolves into smaller working units.

These smaller groups are in charge of script writing, organizing music and dances, designing and painting scenery. Each small unit selects a faculty member to help in the work being done by that

group. An intangible result from this association is the closer tie between students and teachers, based on something other than classroom relationships.

Out of these smaller committees grows the General Policy Committee, which is made up of three student representatives from each sub-committee and one teacher from each. The Policy Committee handles all the problems of organization, rehearsal schedules, costume conflicts, etc. The following excerpts are from the 1945 bulletin of the General Policy Committee.

Those appearing in the orchestra and members of the stage-craft will not appear in any other part of the program without the approval of the faculty director.

A student may not participate in more than two scenes.

Rehearsals shall take place before and after school, except for the week preceding the first performance; this will be Talicade Week for rehearsing the entire show.

Students who have class or day cuts during the second semester are not eligible to participate in the Talicade.

All students participating in the Talicade shall have passed in four subjects in the preceding semester and shall be doing passing work at the present time in not fewer than four subjects. If a student is taking fewer than four subjects, he must be passing in all.

Every person who wishes to be in the Talicade must try out.

General try-outs will be scheduled.

A student to be eligible for the Talicade must be enrolled in Daniel Webster High School up to and including the last night of performance.

All costumes must be furnished by the students.

The General Policy Committee will decide all problems arising from duplications.

Script writing committee may meet on school time. Every meeting must have a faculty sponsor.

The entire production of the "Talicade" is under the direction of an adult sponsor who, as in the other two schools, carries the right to veto the acts or scenes if he sees fit to do so.

An interesting feature of the school program relative to the "Talicade" is the establishing of Talicade Week. For half days during the week preceding the production date, those students in the show use this time for rehearsals. For those students not in the show, the time is spent attending classes in which they have never been enrolled. This procedure permits the students to explore the classes that they have never before had the opportunity to attend. For example, a girl may select to attend a wood or metal shop class,

learning from the instructor the function of that particular class, its purposes, its methods, its goals.

For the student it is an experience in orientation and educational guidance; it widens their horizons in that it acquaints them with that part of the school which up to date has been outside their educational experience. For the teachers, it offers the opportunity for getting a wide-spread reaction to special types of work.

In Daniel Webster High School the "Talicade" is closely allied to the school program. This is made possible through the flexibility of the daily schedule and through a smaller school population. Again we find boys and girls of teen-age carrying heavy responsibility and doing a hard job well!

THE ROUND-UP (Will Rogers High School)

In Will Rogers High School the show is called "The Round-Up", with each year bringing forth a new theme. The Speech Arts director acts as the adult director of the entire production. She organizes a Board of Directors from the reliable students recommended by teachers and class directors.

This Board meets for the first time around the beginning of December, and at this time the members pool their ideas for a central theme. The importance of the theme is paramount, since around it is woven the continuity of the dramatic scenes, the dances, and the music. By the first of January, the Board of Directors has agreed upon the theme, and the call is sent out for talent.

Special teachers are called in to assist with the production. The instrumental music director works with the school orchestra on the music for the production; the girls' physical education teacher helps students with dance routines; the art director makes suggestions for designs of scenery; the stagecraft department assumes the responsibility for building the stage sets.

The commercial department handles the ticket sales. The Advertising Board, which is a regular feature of the school activities, takes over the responsibility of selling and distributing tickets; this is done through the homeroom representatives. The journalism department assumes the responsibility for publicity; articles and pictures appear in the local and school newspapers; posters appear in the cor-

ridors; and skits are presented in assemblies.

By no means is the success of the production dependent upon the performers alone, because all the students feel that the show belongs to them since each plays his part in his own way.

At try-out time the Board of Directors views each act and passes judgment upon every one. The adult director has the power to reject any act she thinks unfit for presentation.

On the whole, the students of Will Rogers High School organize and produce a show which stems from their own ideas. From such a production, there grows greater skill in efficiency and in responsibility, accompanied by a feeling of fulfillment and achievement. This is their rightful heritage in the field of education!

Among the three high schools in Tulsa, there is a consistency in educational philosophy that emphasizes the development of all students in all fields, not just the academic area. The schools try to help boys and girls realize that they are needed in a successful school program and that the program is built by them, not for them.

Out of such a philosophy grows a feeling of security on the part of the student; they belong because they are an active part of the life of the school. Today, this feeling of belonging, this feeling of being needed, is essential in the lives of teen-age boys and girls. The high schools of Tulsa believe that one way to provide for a better-balanced adjustment to life is through participation in some manner in the all-school shows.

Regardless of what fine resounding words may be used as introductions, every scheme to direct the working of natural laws from constructive and useful purposes to destructive and useless purposes must lead to sorrow.—Dr. Willard H. Dow.

"Learning to earn a living" is first on the list of educational objectives among American high school students, according to the results of a nation-wide survey just completed by the Institute of Student Opinion under the sponsorship of Scholastic Magazines.

The survey, conducted among 71,377 senior and junior high school students listed eight objectives of high school education. National results show that the students rate the objectives, as to their essential importance, in the following order: (1) vocational training, (2) citizenship training, (3) vocational guidance, (4) personality development, (5) health education, (6) culture, (7) preparation for marriage, and (8) development of leisure-time interests.

—The Education Digest

The Case Against Peacetime Military Training

RESOLVED: That Every Able-Bodied Male Citizen of the United States Should Have One Year of Full-Time Military Training Before Attaining Age Twenty-four.

There is a danger that when the negative debater begins to prepare for this year's debate subject that he may feel that simply because an overwhelming majority of the American people seem to favor a system of compulsory military training that the system will surely be adopted. If he reads any of the national polls on the subject, it will be seen that at least two-thirds of the general public favor the proposal. Not only is public opinion weighted in favor of compulsory military training, but such powerful groups as the American Legion, the Veterans of Foreign Wars, the Army and Navy general staff, and the United States Chamber of Commerce also are sponsoring the proposal. Within these groups there seems to be enough strength to warrant the immediate adoption of the May-Gurney Bill calling for universal military training. If the negative debater stopped there, he would be defeated before the season even starts.

What appears upon the surface to be an open-and-shut public demand for a system of compulsory military training by a large majority of the American people will probably experience great difficulty in becoming a law. Even though we admit that two-thirds of the people favored the proposal during the summer of 1945, events and a highly organized resistance have combined to make the eventual passage of the May-Gurney Bill doubtful. It must be remembered that these public opinion polls were taken when the war was reaching its climax and the people were willing to accept the demands of the military leaders regarding national defense. Since that date the war has stopped abruptly and people have already begun to question the demands of military leaders. Newspapers have published stories of waste in the administration of materials ordered by the Army, the report of Pearl Harbor had added doubts in the minds of the people regarding the efficiency of our military set-up and the reluctance or slowness of the military in releasing men from the Army even though the war is over have combined to cause many people to change their opinion of a

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Coach of Debate

MacMurray College for Women
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plan calling for one-year of full-time military training.

Not only have events caused people to oppose compulsory military training more than they did five months ago, but powerful organized groups have made their influence felt in Congress. Opposing compulsory military training in peacetime are such groups as the A. F. of L., the C. I. O., the three leading farm groups — The American Farm Bureau Federation, the National Grange, and the Farmers Union — in addition to powerful religious and educational leaders. Some of these groups oppose the entire proposal of compulsory military training, while others are not in favor of adopting the plan until we have a better idea of the postwar needs of the country in the matter of national defense. Regardless of their stand, both are opposed to any immediate action, and, if the matter is postponed, its chances of final adoption are materially reduced.

The strength of these groups cannot be taken lightly. Few Congressmen will be willing to vote against the combined demands of organized labor, organized farm groups, and a majority of its religious and educational leaders in the nation. This opposition, combined with a growing mistrust of the way in which the military administers men and materials, may make the passage of the proposal for compulsory military training impossible at the present time.

ANALYZING THE NEGATIVE CASE

The first step that should be taken by the negative debater who wishes to prepare adequately for a discussion of this topic is to make a careful analysis of the question. He should make a list of the points of both strength and of weakness of the negative side in arguing against the establishment of a system of compulsory military training. Probably the most effective method of analyzing the negative case is to propose and then to answer a series of questions regarding this particular topic.

One of the first questions that will come to the mind of the negative debater is, "Do

I have to propose and defend some plan other than compulsory military training?" The obvious answer is that in debate the negative team does not have to propose or defend any particular plan. The only thing that a negative team has to do in order to win a debate is to show that the particular proposal of the affirmative should not be adopted. This may be done in any one of several ways. One is to take the specific proposal of the affirmative and show just why it would not be wise to adopt it. This is known as the "pure negative case." A second alternative is to propose a solution to the problem presented by the affirmative team that is different from the affirmative proposal. Such a plan of attack is known as the method of the counter attack.

For purposes of illustration, we will present a possible counter proposal upon this debate topic. The negative team admits that there is a need for a change from the system of national defense that we had in the years immediately before the entry of our country in the war. They do not, however, admit that there is a need for a change to a plan of one year of full-time military training. Instead, the negative team proposes a system of military training that is connected with the high schools and colleges of the nation. This negative counter proposal differs from the affirmative plan in that it calls for a different type of training. When such a negative attack is used, the debate resolves itself into a discussion of the relative merits of two systems of military training. One is full-time after the boy graduates from high school; and the other is part-time, in connection with the education of the boy.

There is always a certain amount of danger in the use of the counter proposal. First the negative admits part of the affirmative's contentions, namely, that there is a need for a change. Affirmative debaters quite often point out this fact and then argue that the negative debaters have admitted half of our case when they agree that there is a need for a change. This is often an effective argument and one that is embarrassing to the negative debaters.

In making an analysis of the negative case, all possible counter proposals should be given careful consideration. One counter proposal is that of having military training given in the high schools. This counter proposal may be used by the negative and not by the affirmative, since

the debate question demands that the affirmative defend "one full year of compulsory military training."

Another question that may be asked by the negative debater when making his analysis of the debate question is "How does the affirmative proposal differ from existing conditions in this country?" Since there is a specific difference, it should be clearly understood by all negative debaters. Today conscription is compulsory, but the law calling for this compulsory military training and service is definitely limited to the period of the present emergency. In the near future it will become ineffective if the law is not re-enacted. The affirmative calls for a proposal that will make military training compulsory during times of peace, when the nation is not in a state of national emergency. Some of the essential ways in which the affirmative proposal differs from present conditions are:

1. The present plan is definitely an emergency measure and will not be effective for any great length of time, now that the war has been won.
2. The present law affects men between the ages of 18 and 38, while the affirmative proposal will affect young men between the ages of 18 and 24.
3. The affirmative proposal calls for a change in the democratic policies of our nation.

One of the important steps to take in analyzing the case of the negative is to determine the points of weakness in the affirmative arguments. This is true because of the real task of the negative in any debate is to prove that the affirmative proposal should not be adopted and not necessarily to propose and defend a plan that is superior to the affirmative proposal. When these points of weakness have been discovered, the negative should spare no effort in preparing an attack upon these known weaknesses. Some of the points of weakness in the affirmative case are:

The adoption of a plan of compulsory military training would create a vast military machine that might be the opening step that would lead to the establishment of a military dictatorship. When men are required to take one year of training that is administered by the military, the rights of the individual would be subordinated to the demands of the state. This would be another type of centralization of power in the federal government and

might be a step toward the establishment of the same types of governments that developed in Germany, Italy and Japan.

Compulsory military training for all young men is physically, educationally, and morally harmful to our youth. In the field of physical education we have many leading experts who are opposed to the type of training given by the military from the standpoint of physical development. Their contentions seem to be born out by the fact that American youth, with our democratic school system, have won more than their share of Olympic contests in competition with nations that have had compulsory military training.

The arguments of leading educators seem to be almost universally against the establishment of the system. These men have devoted their entire life to the development of a sound system of education, and their judgment seems to be that the proposal will harm the education of young men. It must be recognized that this opinion is held by leaders in public as well as in privately controlled colleges. If only the presidents of privately controlled colleges were opposed to the plan, we might assume that they had a vested interest to protect, but the opposition of the leaders of state institutions indicates that it is not merely the defense of established institutions that has caused the opposition to compulsory military training, but rather educational considerations.

Religious leaders feel that the moral effects of camp life upon young men during periods of peace will not be wholesome. The war that has just passed has given us many cases of boys who went to camp with high moral standards, but who will return to their communities with a completely different moral outlook.

Compulsory military training in times of peace is incompatible with the democratic theory of government. Instead of being democratic, the entire plan seems to have a Nazi flavor when it assumed that the rights of the state are paramount to those of the individual. The idea might more easily have been born in Germany or Russia than in the United States or Great Britain. In fact, even Great Britain, with much greater danger from attack than the United States, has never seen fit to adopt a plan of compulsory military training in periods of peace.

Of course, the plan will bring with it a great increase in the authority and pres-

tige of the military in this country. Only during periods of actual war have military leaders had the stature usually accorded to civilian leaders. This is the democratic system, but the establishment of the affirmative proposal will cause military leaders to overshadow our civilian leaders.

The development of a mass army would be a menace to national security. Authorities have pointed to the folly of relying upon a mass army in the defeat of France in 1940. France made the mistake of relying upon a mass army, trained in outmoded systems of defense, instead of developing within the nation the scientific and technological superiority upon which modern victories depend. Former Secretary of Navy Josephus Daniels testified before the Woodrum Committee, urged the nation to place emphasis upon "the kind of preparedness that this war has taught will win victory and not on the discredited, broken stick of universal compulsory training."

Most authorities feel that there will be no future "Pearl Harbor" attacks upon the United States if the people are given full information upon the state of our relations with foreign nations. Even in the event of such an attack, a professional, expertly-trained force would be able to turn it back. It is believed that these experts could be more efficient if defending the nation from an initial attack than would a mass army.

That the development of a mass army would be unpractical, wasteful and unnecessary seems to be a logical conclusion. Constant changes in modern warfare would make it impractical and prohibitive in cost to train one and a quarter million men annually. At all times they would be given mere basic training that would be practically useless in an actual war.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

THE DILEMMA The dilemma is a method of strategy used in debate for the purpose of placing before your opponents two alternatives in answering a question that you have directed to them. In order to use the dilemma effectively, the debater asks his opponent a question that may be answered in one of two ways. The strategy is to ask the question in such a manner that either answer given by your opponent will be detrimental to his case. If properly used, the dilemma is one of

the most effective types of strategy known to the debater.

SAMPLE NEGATIVE DILEMMAS

QUESTION: In the event of the adoption of the system of compulsory military training for all men before they reach the age of 24, would the affirmative be in favor of allowing the President of the United States to remain as Commander-in-Chief of the army and navy, thus giving him control over this enormous number of trained men in arms even during periods of peace? Remember that such a power in the hands of a President would make him the greatest military power in the entire world.

IF THEY ANSWER YES! The members of the affirmative team evidently have no fear

of a system that would allow the United States to build up an army larger than that of any other nation on earth and then give to the President the extraordinary powers that are now his in the capacity of Commander-in-Chief of the army and navy of this nation. In the opinion of the negative, we could take no more definite step toward the possible establishment of a dictatorship in this nation than to follow such a plan.

Let us look at the implications of such a plan. In the future, we might have a man in the office of President who has racial tendencies and a lust for power. Interested more in maintaining himself and his gang in office than in the welfare of the nation, he might use the power vested in him as Commander-in-Chief of the armed forces to establish himself as the nation's dictator. The plan proposed by the affirmative places too much power in the hands of one man. It is too dangerous.

IF THEY ANSWER NO! The members of the affirmative team are willing to admit that

they do not feel that it would be wise to allow the President of the United States to retain the power given him as Commander-in-Chief of the armed forces in the event of the adoption of a plan of compulsory military training of all men before they reach the age of 24. They are opposed to such a plan because they realize the possibility that the President might attempt to become a dictator.

Of course we can see why our affirmative friends are afraid of creating a giant army that might lead to the establishment of a dictatorship. We are also interested in the way that they have proposed to

avoid such a development. They would probably avoid such a development by taking the right to be Commander-in-Chief of the armed forces away from the President. To whom would they delegate this great power? The facts in the case are that it would be equally dangerous to grant power of such magnitude to any one man.

We can see that the danger is not in determining just who is to have control of this giant army. The evil lies in allowing such a vast army to be built up in the United States that it could ever be used to destroy our democratic form of government.

QUESTION: Is it the opinion of the affirmative team that the establishment of a relatively small army of highly trained and mechanized troops secured on a voluntary basis will adequately protect America?

IF THEY ANSWER YES! The members of the affirmative team are willing to admit that

the establishment of a relatively small army of highly trained and mechanized troops secured on a voluntary basis could defend America. If we are able to defend America adequately without building a gigantic mass army, we can see no reason for establishing the affirmative proposal with all of its expense and drawbacks.

The stand of the affirmative, therefore, is simply this. They admit that we could defend the nation without adopting their plan, but they still want to spend billions annually to adopt a plan that will force every young man to take military training.

There are many disadvantages that could be pointed out against the establishment of a mass army. France, with a mass army; was crushed by a mechanized army consisting of about 150,000 men. It was not masses of men, but highly trained men and machines that won the battle of France. In defeating Germany, it again was not masses of men but materials and machines at the disposal of a relatively small number of men that won the final battle. With these examples in mind, we do not see the logic in the affirmative proposal.

IF THEY ANSWER NO! The members of the affirmative team are of the opinion that

there is no real basis for the belief that the United States can provide an adequate national defense without the establishment of a mass army.

(Continued on page 120)

The Singing Leaves---

A Drama for the Speech Choir

VOICES

The King.....Dark voice
 Eldest Daughter.....Medium voice
 Second Daughter.....Medium voice
 Youngest Daughter, Anne.....Light voice
 Walter, the Page.....Medium voice
 First Leaf.....Medium voice, very clear
 Second Leaf.....Medium voice, soft, round
 Third Leaf.....Light voice

Choir in three sections, Light, Medium, and Dark voices, including solo voices.

Time, scene, etc., need not be presented. Speakers may be in costume, or not. Those with solo parts stand at front of choir, so arranged as to give dialogue alternation to their parts. No action is required. All depends upon the manner of speaking.

KING:
 What fairlings will ye that I bring,

DARK CHOIR:
 Said the King to his daughters three,

KING:
 For I to Vanity Fair am bound,
 Now say, what shall they be?

LIGHT CHOIR:
 Then up and spake the eldest daughter,
 That lady tall and grand:

ELDEST DAUGHTER:
 Oh, bring me pearls and diamonds great,
 And gold rings for my hand.

MEDIUM CHOIR:
 Thereafter spake the second daughter,
 That was both white and red:

SECOND DAUGHTER:
 For me bring silks that stand alone,
 And a gold comb for my head.

FULL CHOIR:
 Then came the turn of the youngest daughter,

LIGHT CHOIR:
 That was whiter than thistle-down,,

MEDIUM CHOIR:
 And among the gold of her blithesome hair

MEDIUM & LIGHT CHOIR:
 Dim shone the golden crown.

ANNE:
 There came a bird this morning,
 And sang 'neath my bower eaves,
 And I dreamec, as his music made me,
 "Ask thou for the singing leaves."

*Adapted from the ballad by
 James Russell Lowell*

Arranged by

LOIS SAUNIER BERTLING

*Teacher of English and Speech
 Creston Junior High School
 New York City*

DARK CHOIR:
 Then the brow of the King swelled crimson
 With a flush of angry scorn:

KING:
 Well have ye spoken, my two eldest,
 And chosen as ye were born,
 But she, like a thing of peasant race,
 That is happy binding the sheaves;

MEDIUM CHOIR (*softly*):
 Then he saw her dead mother in her face,
 And said,

KING:
 Thou shalt have thy leaves.

FULL CHOIR:
 He mounted and rode three days and
 nights

LIGHT CHOIR:
 Till he came to Vanity Fair.

MEDIUM CHOIR:
 And 'twas easy to buy the gems and the
 silk,

DARK CHOIR:
 But no singing leaves were there.

MEDIUM CHOIR:
 Then deep in the greenwood rode he,
 And asked of every tree,

KING:
 Oh, if ever ye have a singing leaf,
 I pray you, give it to me.

DARK CHOIR:
 But the trees they kept their counsel,
 And never a word said they.

MEDIUM CHOIR:
 Only there sighed from the pine-tops
 The music of seas far away.

LIGHT CHOIR:
 Only the pattering aspen
 Made a sound of growing rain,
 That fell ever faster and faster,
 Then faltered

MEDIUM CHOIR:
 to silence

DARK CHOIR:
again.

KING:
Oh, where shall I find a little foot-page
That would win both hose and shoon,
That will bring to me the Singing Leaves
If they grow under the moon?

LIGHT CHOIR:
Then lightly turned him Walter the Page,
By the stirrups as he ran;

WALTER:
Now pledge you me the truesome word
Of a king and a gentleman
That you will give me first, first thing
You meet at your castle-gate,
And the Princess shall have the Singing
Leaves,
Or mine be a traitor's fate.

DARK CHOIR:
The King's head drops upon his breast
A moment, as it might be;

KING:
'Twill be my dog,

DARK CHOIR:
he thought, and said,

KING:
My faith I plight to thee.

LIGHT CHOIR:
Then Walter took from next his heart
A packet small and thin.

WALTER:
Now give you this to the Princess Anne;
The Singing Leaves are therein.

FULL CHOIR:
As the King rode in at his castle-gate,

LIGHT CHOIR:
A maiden to meet him ran,

DARK CHOIR:
And,

ANNE:
Welcome, Father,

MEDIUM CHOIR:
she laughed and cried
Together, the Princess Anne.

KING:
Lo, here, the singing leaves,

DARK CHOIR:
quoth he,

KING:
And woe, for they cost me dear!

MEDIUM CHOIR:
She took the packet, and the smile
Deepened down beneath the tear.
It deepened down till it reached her heart

LIGHT CHOIR:
And then rushed up again,

MEDIUM & LIGHT CHOIR:
And lightened her tears as the sudden rain

LIGHT CHOIR:
Transfigures the summer rain.

MEDIUM CHOIR:
And the first leaf, when it was opened,
Sang,

FIRST LEAF:
I am Walter the Page,
And the songs I sing 'neath thy window
Are my only heritage.

MEDIUM AND LIGHT CHOIRS:
And the second leaf sang,

SECOND LEAF:
But in the land
That is neither on earth or sea,
My lute and I are lords of more
Than thrice this kingdom's fee.

FULL CHOIR:
And the third leaf sang:

THIRD LEAF:
Be mine! Be mine!

MEDIUM & LIGHT CHOIR:
And ever it sang,

THIRD LEAF:
Be mine!

MEDIUM CHOIR:
Then sweeter it sang, and ever sweeter,
And said,

THIRD LEAF:
I am thine, thine, thine!

DARK CHOIR:
At the first leaf she grew pale enough,

MEDIUM CHOIR:
At the second she turned aside,

LIGHT CHOIR:
At the third, 'twas as if a lily flushed
With a rose's red heart's tide.

ANNE:
Good counsel gave the bird,

FULL CHOIR (*whisper*):
said she,

ANNE:
A have my hope thrice o'er,

For they sing to my heart,

FULL CHOIR (*whisper*):
she said,

ANNE:
And it sings to them evermore.

FULL CHOIR:
She brought to him her beauty and truth,
But and broad earldoms three,
And he made her queen of the broader
lands
He held of his lute in fee.

A Dramatization of the Night before Christmas

THE Christmas assembly at the Elgin High School received such enthusiastic response from both the student and teacher audience that we believe other schools might welcome an account of our experience. Any school, according to its talent, time and facilities available, could work out a similar Christmas program which has a different audience appeal.

Here will be presented two phases of the Christmas program: the first will tell how the program was created; the second will offer the complete plan of the program as it was finally presented.

To begin with, the idea around which the program was built was the suggestion that we *dramatize* "The Night Before Christmas." Enthusiasm for the project from the start held the class together throughout the trial-and-error method of a creative class period for three weeks. This same enthusiasm spilled over into hours outside in building, painting, dancing, etc. Part of the appeal lay in the fact that no one had ever seen this well-loved poem dramatized.

The actual development of the idea grew out of questions like these:

1. Should the poem be read?
2. Who will the characters be in dramatization?
3. Where will the action take place?
4. What should the set look like?
5. Shall we need properties?
6. Since the poem takes only approximately three minutes to read, how can it be extended to an entertainment lasting twenty or twenty-five minutes?

The questions, all of them, were solved through experimentation. Several copies of the poem were brought to class. The drawings (as is always true of children's books) were inspirational. These led to discussions of settings. The action words suggested business for pantomime; a line like "While visions of sugar-plums danced in their heads" brought out the idea of a dance. The use of music came out in later discussions.

The setting was first decided upon. It was agreed that there must be a chimney, a fireplace, a Christmas tree, and somehow a sleigh and reindeer. These discussions were exciting because the suggestions seemed beyond realization. It was

MARGE BIRSACH
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Elgin High School
Elgin, Illinois

finally decided that the setting should take the form of a huge book which could be opened and closed. The cover of the book, the side exposed first to the audience, would show Santa Claus riding over rooftops in his sleigh and driving his reindeer. Inside the covers of the book would be a window, a tree, and a fireplace. The only practical props necessary were suggested by the pantomime finally evolved. These proved to be one large chair and a child's table with two chairs to match. (The latter would be entirely optional.)

In the actual construction of the book, the materials used were pine lumber, Upsom board, and hinges. The actual building of the flats took place outside of the class period and was accomplished by a crew. The painting was done at another time by four dramatics students in an art class.

It was agreed that the poem must be read and that the action should be simultaneous with the reading, that is, that the reading of the text be interspersed with action at appropriate intervals. This plan, of itself, suggested that only the characters in pantomime should be visible to the audience. (Since this program was given in a gymnasium without stage, the speaker was concealed behind flats, and his voice was projected over a speaker system.)

A prologue was written with the purpose of making the poem appear to be the recollection of an older man. The experience was his and that of his sisters. (This idea was a complete departure from the common conception of the poem and proves helpful in a dramatization.)

The build-up for the assembly was done by bulletins to the homerooms. Credits were given to various groups working on the program. The school was told that there would be no chairman to start the program, as is usually the case; instead, the signal for silence was the appearance of the orchestra director. There was to be no applause.

A beautiful program was mimeographed by the commercial department and dis-

tributed to the students. On it was a message of a kind to keep the element of surprise necessary to Christmas and also words of the songs to be sung by the student body. Below is a copy of the theme as it appeared on the program:

"TWAS THE NIGHT BEFORE CHRISTMAS"

For this Christmas assembly the famous poem "The Night Before Christmas" has been adapted to the stage in the gymnasium. A reader will be heard; a few characters will appear in pantomime before a painted set.

Through the eyes of the brother and sister, a bit of the magic of the poem will be brought to you. The sugar-plum dance and the voices of the girls in the choir come to the children in their dreams. What they awake and see is based on the belief of every child on Christmas night.

A DRAMATIZATION

OF

"THE NIGHT BEFORE CHRISTMAS"

"A Christmas Fantasy"...*Bergh*.....Orchestra
Prologue Reader

"As I sit thinking of the times I had,
Of when I was home and a very small lad;

Happy are my thoughts of days gone by,
Of the kinds of things that money can't buy.

One joyous night I'll always remember,
'Twas a certain night late in December.

My sister was seven; I was nine —
Never in my life have I had such a time.

I've thought of it often. I know it through and
through;
So listen carefully and I'll tell it to you."

Orchestra fades into *Misterioso*
to build to and accompany the
following pantomime:

A little boy steals into the room,
opens book, runs to the entrance
(the door from which he came)
to signal his sister to come into the
room. (Father and mother are
asleep and the children are steal-
ing away from them.) They go to
the fireplace and each hangs up
one more stocking. They then
run to the window to see if Santa
Claus is coming. They don't see
him yet. They look up the fire-
place to see if he might be there.
Then, after one more glance to-
ward the door to make sure that
father and mother are not awake,
they settle with delicious childish
guilt and determination to wait

for him. The little boy lies on the
floor by the fireplace; the little
girl, after taking just one more
hopeful glance out the window,
snuggles into the large chair with
her doll.

READER:

"'Twas the night before Christmas and all
through the house
Not a creature was stirring, not even a mouse.
The stockings were hung by the chimney with
care
In hopes that Saint Nicholas soon would be
there."

Orchestra fades out here.

Girls' Chorus sings "Cradle
Song" by Michael Moore. The
children fall asleep during the
song.

At end of song, reader continues.
"The children were nestled all snug in their beds
While visions of sugar-plums danced in their
heads;"

Pianist plays "Dance of Sugar-
Plum Fairy" by Tschaikowsky or
"Waltz of the Flowers" by Tschai-
kowsky. The following dance was
planned for four dancers to the
latter selection. (For description
of dance see footnotes.) This
dance occurs in the children's
dream. Dance ends when the girl
stirs restlessly in her sleep and
coughs. After dancers scamper
away, the girls' chorus sings one
of these two songs: "Jolly Old
Saint Nicholas" Traditional or "Up
on the Housetop," Henley. At
finish of song, reader continues.

READER:

"When out on the dawn there arose such a clatter
I sprang from my bed to see what was the
matter.

Away to the window I flew like a flash,
Tore open the shutters and threw up the sash."

Orchestra starts a medley of
Christmas songs and continues to
play through the reading and
pantomime.

Pantomime: Cue:

"When out on the lawn":

Little boy wakes up, runs to the
window, opens shutters, throws up
sash and watches until he sees a
miniature sleigh and reindeer and
Santa Claus. Registers amaze-
ment. Rushes to sleeping sister.
Grasps her arm and shakes her.
In joyful frenzy he dashes to the
window. Realizing his sister is still
asleep, he rushes back and literally
pulls her from her chair. He
rushes her to the window, and to-
gether they watch the approach
of Santa spellbound. Joyously
they embrace each other and

A Dramatization of the Night before Christmas

THE Christmas assembly at the Elgin High School received such enthusiastic response from both the student and teacher audience that we believe other schools might welcome an account of our experience. Any school, according to its talent, time and facilities available, could work out a similar Christmas program which has a different audience appeal.

Here will be presented two phases of the Christmas program: the first will tell how the program was created; the second will offer the complete plan of the program as it was finally presented.

To begin with, the idea around which the program was built was the suggestion that we *dramatize* "The Night Before Christmas." Enthusiasm for the project from the start held the class together throughout the trial-and-error method of a creative class period for three weeks. This same enthusiasm spilled over into hours outside in building, painting, dancing, etc. Part of the appeal lay in the fact that no one had ever seen this well-loved poem dramatized.

The actual development of the idea grew out of questions like these:

1. Should the poem be read?
2. Who will the characters be in dramatization?
3. Where will the action take place?
4. What should the set look like?
5. Shall we need properties?
6. Since the poem takes only approximately three minutes to read, how can it be extended to an entertainment lasting twenty or twenty-five minutes?

The questions, all of them, were solved through experimentation. Several copies of the poem were brought to class. The drawings (as is always true of children's books) were inspirational. These led to discussions of settings. The action words suggested business for pantomime; a line like "While visions of sugar-plums danced in their heads" brought out the idea of a dance. The use of music came out in later discussions.

The setting was first decided upon. It was agreed that there must be a chimney, a fireplace, a Christmas tree, and somehow a sleigh and reindeer. These discussions were exciting because the suggestions seemed beyond realization. It was

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finally decided that the setting should take the form of a huge book which could be opened and closed. The cover of the book, the side exposed first to the audience, would show Santa Claus riding over rooftops in his sleigh and driving his reindeer. Inside the covers of the book would be a window, a tree, and a fireplace. The only practical props necessary were suggested by the pantomime finally evolved. These proved to be one large chair and a child's table with two chairs to match. (The latter would be entirely optional.)

In the actual construction of the book, the materials used were pine lumber, Upsom board, and hinges. The actual building of the flats took place outside of the class period and was accomplished by a crew. The painting was done at another time by four dramatics students in an art class.

It was agreed that the poem must be read and that the action should be simultaneous with the reading, that is, that the reading of the text be interspersed with action at appropriate intervals. This plan, of itself, suggested that only the characters in pantomime should be visible to the audience. (Since this program was given in a gymnasium without stage, the speaker was concealed behind flats, and his voice was projected over a speaker system.)

A prologue was written with the purpose of making the poem appear to be the recollection of an older man. The experience was his and that of his sisters. (This idea was a complete departure from the common conception of the poem and proves helpful in a dramatization.)

The build-up for the assembly was done by bulletins to the homerooms. Credits were given to various groups working on the program. The school was told that there would be no chairman to start the program, as is usually the case; instead, the signal for silence was the appearance of the orchestra director. There was to be no applause.

A beautiful program was mimeographed by the commercial department and dis-

tributed to the students. On it was a message of a kind to keep the element of surprise necessary to Christmas and also words of the songs to be sung by the student body. Below is a copy of the theme as it appeared on the program:

"TWAS THE NIGHT BEFORE CHRISTMAS"

For this Christmas assembly the famous poem "The Night Before Christmas" has been adapted to the stage in the gymnasium. A reader will be heard; a few characters will appear in pantomime before a painted set.

Through the eyes of the brother and sister, a bit of the magic of the poem will be brought to you. The sugar-plum dance and the voices of the girls in the choir come to the children in their dreams. What they awake and see is based on the belief of every child on Christmas night.

A DRAMATIZATION

OF

"THE NIGHT BEFORE CHRISTMAS"

"A Christmas Fantasy" . . . *Bergh* Orchestra
Prologue Reader

"As I sit thinking of the times I had,
Of when I was home and a very small lad;

Happy are my thoughts of days gone by,
Of the kinds of things that money can't buy.

One joyous night I'll always remember,
'Twas a certain night late in December.

My sister was seven; I was nine —
Never in my life have I had such a time.

I've thought of it often. I know it through and
through;
So listen carefully and I'll tell it to you."

Orchestra fades into *Misterioso* to build to and accompany the following pantomime:

A little boy steals into the room, opens book, runs to the entrance (the door from which he came) to signal his sister to come into the room. (Father and mother are asleep and the children are stealing away from them.) They go to the fireplace and each hangs up one more stocking. They then run to the window to see if Santa Claus is coming. They don't see him yet. They look up the fireplace to see if he might be there. Then, after one more glance toward the door to make sure that father and mother are not awake, they settle with delicious childish guilt and determination to wait

for him. The little boy lies on the floor by the fireplace; the little girl, after taking just one more hopeful glance out the window, snuggles into the large chair with her doll.

READER:

"'Twas the night before Christmas and all
through the house
Not a creature was stirring, not even a mouse.
The stockings were hung by the chimney with
care
In hopes that Saint Nicholas soon would be
there."

Orchestra fades out here.

Girls' Chorus sings "Cradle Song" by Michael Moore. The children fall asleep during the song.

At end of song, reader continues.
"The children were nestled all snug in their beds
While visions of sugar-plums danced in their
heads;"

Pianist plays "Dance of Sugar-Plum Fairy" by Tchaikowsky or "Waltz of the Flowers" by Tschai-kowsky. The following dance was planned for four dancers to the latter selection. (For description of dance see footnotes.) This dance occurs in the children's dream. Dance ends when the girl stirs restlessly in her sleep and coughs. After dancers scamper away, the girls' chorus sings one of these two songs: "Jolly Old Saint Nicholas" Traditional or "Up on the Housetop," Henley. At finish of song, reader continues.

READER:

"When out on the dawn there arose such a clatter
I sprang from my bed to see what was the
matter.

Away to the window I flew like a flash,
Tore open the shutters and threw up the sash."

Orchestra starts a medley of Christmas songs and continues to play through the reading and pantomime.

Pantomime: Cue:

"When out on the lawn":

Little boy wakes up, runs to the window, opens shutters, throws up sash and watches until he sees a miniature sleigh and reindeer and Santa Claus. Registers amazement. Rushes to sleeping sister. Grasps her arm and shakes her. In joyful frenzy he dashes to the window. Realizing his sister is still asleep, he rushes back and literally pulls her from her chair. He rushes her to the window, and together they watch the approach of Santa spellbound. Joyously they embrace each other and

dance around the room. They hurry back to the window, and then one hurries to the fireplace and tries to peer up the chimney and the other hurries to the door. Then they quickly change places in childish excitement, until they hear:

READER:

"And then in a twinkling I heard on the roof
The prancing and pawing of each little hoof."

They stand stock still to register thrilled anticipation a moment and then run wildly about and just manage to hide behind a large chair as:

READER:

"As I drew in my head and was turning around,
Down the chimney St. Nicholas came with a bound."

The children remain in hiding behind the chair as Santa Claus unpacks the toys. (Actual toys are used.) (Arrangements could be made to have Santa make his entrance at rear of fireplace; otherwise he may use the same entrance that the children used.) He sets down his bag of toys, brushes off his clothes, as if to remove soot from chimney and (in pantomime) lights his pipe. He then proceeds to open his pack and picks up one toy after another, examines it, and chuckles over it with elfish glee. He places some toys around the fireplace; pantomimes placing some in the stockings hung from the mantel. He puts a toy or two near the children's table and chairs (optional pieces D.L.) He exchanges a lovely doll for the old one left in the chair.

With a roughish smile, he places a finger on the side of his nose, winks at the audience, picks up his pack and exits, as he entered, on:

READER:

"And giving a nod, up the chimney he rose."

The orchestra accompanies this pantomime and the reading of the poem and finishes exactly on:

"'Happy Christmas to all, and to all a Good-night.'"

He sprang to his sleigh, to his team gave a whistle

And away they all flew like the down of a thistle."

The children rush to the window to watch Santa ride away. The little girl hurries to chair and picks up her new doll and hugs it in ecstasy. Then the little boy closes the big book as the —

READER adds this epilogue:

"And those are my memories of years long ago,
My adventure with Santa on a night all aglow.
With the enchanting magic of a Christmas dream
This story of my childhood closes with a gleam."

The children then take a parting look at their toys and steal softly back to their beds.

Audience now joins with orchestra to sing favorite Christmas songs.

FOOTNOTE

"Dance of the Sugar Plums" (Four dancers. More can be used.)

Two dancers come in from the right and two from the left, forming a square in the center of the stage. After each reaches position on stage, they make one complete twirl into center, one at a time, joining right hands held high. The left hand is held down and the left foot is pointed back. Position is held for an instant only. Bringing left hand up, the arms sway from left to right, twice above the head and then a twirl with the arms above the head. This is repeated four times. Bringing arms down, the dancers push skirts back and run around in a small circle. Then the four dancers twirl into a straight-line position with a space between second and third one. Step close together, step going forward and back twice and then two pirouettes. Repeat. They all step backward on their toes, moving arms in circular motion in front of body. When back in straight-line position, numbers 1 and 2 join one hand. Numbers 3 and 4 do the same, swing hands forward and backward and then, without dropping hands, twirl once. Repeat this. Now both hands are joined and this same thing is repeated twice.

In same positions, number 1 stands with right toe pointed and left knee bent and with both hands out to the side. Number 2 dances around number 1 thus: step, close, step, two pirouettes. Repeat this. They now change places with number 1, dancing around number 2. Then everyone returns to straight-line position. Everyone goes forward in Schottische or Polka Tap. There are three of these. Then everyone comes back, on toes, together. Their hands are in front of them waving from left to right, then to left again and ending with a deep curtsy, right foot pointed and left knee bent.

The future of the United States as the home of free individual enterprise which has made it the world's greatest nation, rests with the youth of this nation. As a result, upon the shoulders of the teaching profession of this country must be placed the responsibility of giving the younger generation the fundamental principles which built America. Had these principles been taught in years past, we would need fear no foreign doctrines such as those which already have gained a foothold.

—J. F. Lincoln.

Bulletin Board Suggestions

AFTER my article on bulletin boards was published in the January number of *School Activities*, I received letters from various parts of the United States asking for short verse on school topics for bulletin board use and for filler in school publications. I submit the following scrapbook collection for whatever purposes they may serve.

THE JOINER

Jack was out for football,
but he wasn't very good,
He was in too many things
to practice like he should;
For he was senior president,
but on the meeting day
He couldn't spare the time to go,
for he was in a play.

The play was coming off next day,
he didn't know his part,
He'd had to miss the practices,
for he was out for art.
The teacher said his poster
was going to turn out grand;
He didn't get it finished though,
for he was in the band.

His trumpet showed great promise,
but on the concert night
He had turned out for boxing,
got his lip cut in a fight.
He signed up for the bond campaign,
to be the one who sells,
But couldn't spare the time to work,
for he was leading yells.

And Jack was on the paper staff,
his work was always late,
He never met a deadline,
for he was in debate.
So when the prophecy was read,
his class saw him as one
Still so busy being busy
that he never got things done.

PLEASE EXCUSE

"I mashed my finger yesterday,"
Is really an old gag,
But I got out of lots of things
By using lots of rag.

ACCIDENT

Made a snowball; let it fly,
Hit a fellow in the eye,

CELIA E. KLOTZ

*Roosevelt High School
Port Angeles, Washington*

Don't know if he'll ever see;
He sued dad; dad sure fixed me.

DEAR GRACE

Dear Grace —

The party was divine,
It was just heavenly to see;
I wore my hair in lovely curls
And met a man just meant for me.

Oh, he was tall and handsome —
His hair was black as night —
His eyes, each time he looked at me,
Gleamed with the grandest light.

And oh, he was exciting,
Not crude like the boys in class,
His manners were just perfect,
He'd step back to let me pass.

He's traveling incognito,
He's a real count, but so shy
He asked me not to tell a soul,
We'd share his secret, he and I.

He whispered that he liked me,
And asked to hold my hand,
It's late, I can't write more now —
But oh Grace, it was grand.

P.S.

The bank was robbed last night,
They got a big amount,
I'm disillusioned now for life,
Oh Grace, it was my count.

—Ellen Songer

THE CHISELER

Trial 1

Must have some way to get around,
There's just no way to talk.
My car is most important,
But —
The ration board said, "Walk."

Trial 2

Must have some way to speed things up
There's so much to be done,
My car is most important,
But —
The ration board said, "Run."

Trial 3

My health, I'm very feeble,

My nerves are all afoam,
My car is *most* important,
But —
The board said, "Rest at home."

Trial 4

This trip I've planned's important,
I've simply got to go,
Can I have extra gasoline?
The ration board said, "NO."

MINUTES UNABRIDGED

Meeting called — time to be spent
To elect a president.
First announcement drowned in giggle,
Someone found a chair would wiggle.

The chairman did all he was able,
Rapped his gavel on the table
And above the general roar
Yelled, "Nominations from the floor."

Group of boys could hardly wait
To propose their candidate,
And the slogan they affirm
Is "Vote for Pat and watch him squirm."

General twitter of great joy
When a girl proposed a boy,
Couldn't hear the fellow's name,
But I guess it's all the same.

Bill was mentioned, just for fun.
Bill said that he wouldn't run.
People all suggest a friend,
To put off the meeting's end.

And the fellow next to me
Nominated two or three,
Pledged complete support to all,
Voted twice, if I recall.

By next spring they'll wonder why
Class affairs are all awry.

A SCHOOL TEACHER'S CHRISTMAS

For weeks they had been practicing,
it happens every year
The school must give a program
to help furnish Christmas cheer.
The program day arrived at last,
they knew the play by heart,
But Mary missed the bus that day,
she had the leading part.
And Jane brought little sister —
the little sister's three,
Her mother thought it would be nice,
there'd be so much to see.
And Helen had the toothache,

her swollen face looked mean.
She cried with pain all morning.
Helen was the fairy queen.
Santa forgot his whiskers,
when more were made with cotton
They opened up the costume box —
"Empty" — the suit forgotten.
Harry spilled his malted milk
when he was trying to mix it.
'Twas quite a game to mop it up,
they all had to help fix it.
Ruthie had the nosebleed —
she does when she's excited —
They covered blood with paper pleats
to get her costume righted.
"Now then you're all fixed up again,
and just as good as new,"
"Oh teacher, Johnny's shoe string broke,
he can't keep on his shoe."
They had a fight at recess
because George took Gracie's pear.
Why don't they all dress little boys
in trousers that won't tear?
The kids are finally on the stage,
"Jim, don't pull Sally's hair,"
Each wiggling youngster has to look,
perhaps his folks are there.
The play is almost over,
the solemn climax reached,
A dog came trotting up the aisle
and all the audience screeched.
Back to their room with candy
they'd been given on the tree
Smeared well on hands and face and hair,
Jack fell and hurt his knee.
Her Christmas spirit's almost spent
at least it's Christmas day,
The radio sings, "Bless the world,"
the teacher sighs, "O.K."

I'M WORRIED

Last night when everything was still
Around the Christmas tree,
I crept downstairs to take a peek,
As quiet as could be.

My daddy's coat was on the chair,
A box was on the floor,
A big box like dad's suit came in
Lay empty by the door.

I heard some people talking
So I just looked through the crack,
"My darling," someone whispered,
But then I ran right back.

I don't know what I ought to do,
I'm all upset because
What I saw there was mother,

She was kissing Santa Claus.
—Dorothy Oleson

MATH TEACHER'S LAMENT

"Now when you're adding fractions . . ."
A knock comes at the door,
"Please excuse the following,
Choir practice in room four."

"And the office secretary
Must see without delay
The following girl, and these three boys,
Please send them right away."

"All fractions to be added . . ."
Two girls come bursting in
To say there'll be a game tomorrow,
Come out and help us win.

"Now coming back to fractions,
Things you add must be alike."
Another note, "Send monitors
To hunt a stolen bike."

Announcements say the following
Won't come to class at all,

Tonight there's a class party,
They must decorate the hall.

The officers of Boy's Club
Must miss the period, too,
They meet one period every week
To think up things to do.

And members of debate club
Gone all period yesterday,
We must repeat what we did then,
Foundation for today.

"In fractions you are adding
Lower figures must agree . . ."
The principal comes in the room
To get some boys to see.

"And so denominators
Must be changed to be the same . . ."
In come the council members
To sell tickets for the game.

The lesson now is ended
As a bell peals through the air,
Perhaps its even understood
By both the kids still there.

Oregon to Honor Students for War Service

A PROJECT has been started in Oregon which might well be of interest to students and teachers in other parts of the country. This is a statewide movement which has for its purpose the honoring, or giving recognition to, the students for the part they played and the services they rendered in helping win the war.

It is the belief of those who initiated the project that the boys and girls in the schools, who have spent the past four years backing the war should be honored for the services they rendered to their communities, to their state, and to their nation. Under the leadership of the State Department of Education working in close cooperation with the State Teachers Association and Oregon school administrators, plans are being developed for carrying out the project.

When final plans are completed and approved, a call will be sent out for all schools to join in the project and to plan programs for their respective communities, honoring the boys and girls for their contributions in helping make victory possible. Each school will be invited to become a part of the statewide project and to develop the kind of program in its communi-

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ty that is thought most appropriate. Dr. Rex Putnam, State Superintendent of Schools, and Dr. Frank Parr, Executive Secretary of the State Teachers Association, are responsible for Oregon becoming the first state in the Union to undertake a project of this kind. Dr Putnam and the State Department of Education are in direct charge of putting the project into operation.

At the time this article was written, no definite decision had been made in regard to whether a special day should be designated when all schools would hold their programs, or whether the matter of the most appropriate date should be decided by individual schools. If a special day is decided upon, it will be December 7, or Pearl Harbor Day. That date falls on Friday this year. If it is selected, Governor Earl Snell of Oregon probably will issue a proclamation setting it aside as the day for the presentation of programs honoring students for their war services.

It is the belief of those who initiated

the project in Oregon that it would be entirely fitting and proper for all schools in the country to present a program sometime during the school year, honoring their students for their part in helping win the war and emphasizing the part which students must play in the postwar world. A resolution has been prepared approving the idea of giving recognition to students for their war services, and calling upon all schools in the nation to present appropriate programs to accomplish this purpose. The resolution will be introduced into Congress by Senator Wayne Morse of Oregon, a member of the Senate Committee on Education and Labor.

Some of the arguments in favor of making the project national in scope are: (1) During the war, students accepted more responsibility than ever before, and they deserve to be honored in some appropriate way. (2) By recognizing the students, it will in a sense be recognition of faculty members, school administrators, and patrons who composed the remainder of the team which made the accomplishments of the students possible. (3) It would have a wholesome influence on the morale of the students, teachers, and schools at large. (4) It will bring public attention to the part played by the schools during the war in, not only carrying on in the face of many serious obstacles, but doing a superb job and making a vital contribution toward victory.

Immediately after the outbreak of the war, students began to assume far greater responsibility than ever before, and to show initiative, resourcefulness, and competence in performing various tasks and services. When schools were called upon to undertake many new burdens with crippled staffs, it was discovered that students could do many things which had been unnecessary for them to do in the past. Students were given the major part of the responsibility in initiating, planning, and executing various activities connected with the war.

In many places students stepped into a niche made vacant by a teacher or by the labor shortage and acquitted themselves admirably. Thousands of students took part-time jobs; boys drove tractors, worked in war plants, and in hundreds of jobs took over where grown men had been working; girls worked in stores, joined service units, and helped with Red Cross activities.

All over America, students helped with community activities connected with the war. Among these were bond and stamp drives, salvage campaigns, helping ration boards, care of children while parents worked, safety activities, hospital aides, library work, health and nutrition services, and hundreds of others. Members of 4-H Clubs canned tons of fruits and vegetables. Thousands of students planted victory gardens. Manual training classes made millions of model airplanes for use in training our fighting men. The range of services performed by school children of America is too extensive to be enumerated in this article.

It should be emphasized that the spirit of teamwork shown by students, teachers, and patrons made possible the remarkable achievements of schools during the war. Of course, schools which attempt the arrangement of programs honoring students should develop their own plans. In some schools, it will be possible to present more elaborate programs than others. Many schools may wish to extend their programs so as to pay tribute to their graduates as well as to students now enrolled and to those who have attended at some time during the war years.

Here are some ideas which might prove helpful or suggestive to schools in planning a program for the purpose of honoring their students for war services:

Appoint a special committee composed of students, faculty members, and local citizens to plan and sponsor the program.

Get the cooperation of community newspapers, civic groups, and government agencies in presenting the program. Make it a community-wide project.

Invite the Mayor to issue a proclamation calling upon the citizens to join with the schools in honoring the students for their contributions toward winning the war. Organize the program in such a way that the major part of the initiative in its presentation comes from citizens of the community rather than school officials.

In preparation for the program, let some school group make a survey of the work and activities which students carried on during the war years which were important and which contributed toward victory. This would make an excellent project for some social studies class.

Plan a program portraying the war work and activities of the school. This

could be developed as a demonstration or dramatization. One idea would be to develop a program modeled after "The March of Time" broadcast.

Get a prominent local citizen to address the meeting and pay tribute to the war work and activities of students. This

might follow the reading of the Mayor's proclamation.

One feature of the program might be a panel discussion on "Youth's Share in the Peace." An appropriate theme for the entire program would be "Youth Serves the Nation."

The Yearbook Should Be Under Way

THERE are several types of high school yearbooks, but we shall be concerned here with the average annual publication which gives a pictorial record of the school year with special emphasis on the graduating class, its purpose being purely to present another year in the history of the school. The advantages, chiefly sentimental, and the disadvantages, chiefly financial, of publishing a book of this kind each year are frequently discussed, but I shall proceed on the assumption that the yearbook is an accepted and traditional part of the school and offers no unassailable barrier toward its publication.

Treatment of the various aspects of the book with the purpose of learning how to produce a more attractive and valuable yearbook more economically and educationally will be the motive of this discussion.

It is usually best to have within the school a Publications Board composed of the principal, publications sponsors, perhaps another faculty member, the editors, and business managers. The Board can help in making important over-all decisions, including selection of staff members and income and expenditure of funds for this and all other publications within the high school.

Sponsors for the yearbook should be chosen on the basis of interest in students, willingness to work, and ability to help with that particular job. Having two or more sponsors — at least an editorial adviser and a business adviser — relieves the individual teacher, thereby giving her time to do more efficient and effective guiding. At no time, however, should the sponsor do the actual work. Her role is that of helping where she is needed and suggesting tactfully when her ideas are necessary; but the book itself should be a student product. Not only does the work become a great deal of fun for the student; it should definitely be an educative process for him.

The staff positions vary according to

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the needs of the individual school. An editor, of course, is necessary, also a business manager. Both should possess executive ability, agreeable personality, and resourcefulness. It is the business of each to see that the other members of their respective staffs work cooperatively, rapidly and efficiently. Other positions should take care of art work, photography, seniors, underclassmen, organizations, special features, advertising, circulation, and other items. Each member of the staff should have definite duties and should plan in full and on time his assigned section of the book.

Staff members may receive their positions in various ways. It is usually unsatisfactory to hold a popular election, for invariably student officers in high school are chosen on the basis of popularity rather than ability. Whereas such a method is perhaps desirable in other phases of high school life—for instance, in student cooperative government or class elections — it is essential that the publications worker be well-qualified to do his share in producing a newspaper, magazine, or yearbook for the student body. Membership appointment from the Publications Board is usually the most sensible method of staff organization. This can be conducted in a fairly democratic manner by encouraging interested students to submit application, by examining samples of work if any are submitted, and by consulting teachers who are familiar with the work of the applicants. Qualifications vary according to staff positions. Some require originality in writing, others talent in drawing, and others efficiency in business dealings. All members, however, should

possess the prime requisite, dependability.

In planning the actual content of the yearbook, it is far more interesting work and results in a more unified and original annual to choose a theme to be carried throughout the book. The theme may be drawn from local color, from history, literature, industry, the arts, and countless other sources. Sometimes a theme is chosen in relation to the person or group to whom the annual is dedicated. This part of the planning is always exciting and early decisions are tremendously important in starting other aspects of the book rolling. The theme is usually carried out in a simple and dignified cover motif, the art work in introductory and divider pages, and occasionally in an inconspicuous way in each page of the book. The least expensive drawings are those done in India ink on thick glossy paper or cardboard, for they can be handled by line etchings. Wash drawings or those with gradations of shading, though more artistic, incur considerable expense, because of the half-toning process. They must receive the same care as photographic etchings. All drawings, however, should be made about twice as large as the etching is to be, so that in the process, rough edges will be smoothed.

The material constituting the introductory pages varies in accordance with the number of pages allotted. The four-page introduction includes the title page, with its necessary information, a dedication page with picture, a page for the foreword, and one for the table of contents. An *ex libris* page at the beginning adds dignity.

The arrangement of the various sections may be left to personal taste. Traditionally, the administrative pictures appear first, followed by the senior class, which is headed by pictures of the class officers and sometimes the mascots. It is considered unnecessary to allot an entire page to the superintendent and principal, separate from the faculty pictures, or to give any space at all to members of the school board since they do not figure in the actual school life of the student.

A fairly uniform manner of dress, which is both attractive and conservative, gives a more pleasing appearance to the senior section. Flamboyant ties, fancy necklines, complicated hairdos, detract from the appearance of both the individual student and the entire page and section, unless informality is consciously sought throughout. It is the tendency to use interesting

informal poses for class officers, faculty members, or any small groups, but where seventy-five or more individual pictures are to be used together, uniformity saves space, time and money.

Pictures of large groups of underclassmen are rarely worth the time and space required, for the individual students in such pictures are almost indistinguishable. If individual pictures are too expensive, group pictures of homerooms would give the next best result, and either would bring in more yearbook subscriptions from underclassmen than if the group were just a mass blur of faces.

Activity and organization pictures may be planned in any way desired. If the students can be grouped with the scene of their activity as the background, more interesting pages result. They may be divided according to sports, publications, and so on, or they may all be in one inclusive section.

Special features include superlatives, snapshots, sometimes beauty sections, organization sponsors, or a senior-of-the-year page. Originality in arranging the superlatives adds interest. They may be enhanced by drawings, posed in typical settings, attired in formal dress. Elections for superlatives or any other elective honor may be conducted in any desired way. It is probably best to have this handled by the elections committee of the student council, since the committee would be experienced in the proper procedures and results would be decisive and irrevocable.

Snapshots are not necessarily confined to any one section. Snapshot pages may be scattered throughout the book, even among the advertisements, which otherwise might scarcely be noticed. The staff photographers should see to it that as much variety as possible is found among the snapshots and that all students are encouraged to turn pictures in for staff use. Students should be told to take close-ups, action if possible, but certainly informal, in 2½"x4" size or larger. The print should be made on high grade glossy paper, and the staff members in charge should mount nine or ten of these on a panel of special cardboard about one and one-half times the size the finished etching is to be.

Advertising copy, if there is any, should always be handled in a way that will please the advertiser. Sometimes he prefers to compose his own copy; others leave the

actual composition to the yearbook staff. In the latter case, care should be taken to give the best possible build-up for the firm who has been kind enough to buy space, for, despite what educators say, such advertising is prompted more by interest in the school than by good business sense. The advertising staff can occasionally remedy this situation by making student surveys and constantly reminding students of the necessity and good taste of patronizing those who, unless the annual is supported by school board grants, largely make the yearbook possible.

Literary material is considered out of place in the yearbook, with the exception of explanatory notes accompanying certain pictures, though this also varies with individual school traditions. Where it is the practice and desire over a long period of years to include such items as the class history and prophecy and poems by the senior class poet, it defeats the purpose of the yearbook to disappoint students by omitting these just because they do not conform to popular ideas. All copy submitted to the printer should be typed double-spaced and carefully corrected, and carbon copies should be kept in the staff files. If they know how, students can help the printer by indicating the kind of type to be used.

When other decisions concerning the book are being made, the cover and grade of paper should be decided upon. These are often determined by the staff's pocket-book, but the durability and beauty of the book should not be sacrificed to save money here. Covers, in normal times, can be obtained in leather, imitation leather, or a high grade of processed cloth and may be padded or stiff, according to individual taste. Padding does not entail too great an additional expense, but many times the hard back is preferred. The highest grade of coated paper should be used, for cheap paper is a false economy when it does not give the etching, which is of necessity expensive, the best possible effect. White paper with a bluish cast gives the most flattering result and next to that, ivory.

Designing, drawing, planning, except preliminary necessary decisions concerning quality and cost, should never be left to the printer and engraver, for: first, the work ceases to be educative, and second, it means further expense. Also whenever possible the yearbook should be printed in school by students. Professional photography, however, for pictures of major im-

portance is really more economical than that of the amateur, for the expense of trial and error is eliminated and the results are far more satisfactory for both the engraver and the book.

Finances constitute the real headache of the annual. Unless a sum is granted outright for the production of the book, various and devious methods for accumulating money must be employed. Even a small yearbook usually approaches a thousand dollars in cost, and it is a task for a group of students to raise even that amount for a single activity. Where grants are not possible, the chief sources of income are student subscriptions and advertisements. Sometimes the subscriptions are included in activity tickets purchased, either voluntarily or compulsorily, by students. Space fees may be charged, especially for organizations. Here the fee that each student in the group is assessed is not too great, and the total benefit to the budget is considerable. Sometimes classes donate from their treasuries after their other expenses are paid; and many times it is necessary for the yearbook staff to sponsor special projects for mercenary reasons. These may be dances, motion pictures, plays, carnivals, sale of pennants and like items during football season, and a number of activities—all of which are of educational value to the students as well as financial value to the income column.

At the beginning of the school year, or better, in the spring of the preceding year a careful estimate of possible income and expenses should be made and a budget prepared. Consultations with the engraver and printer, after they are decided upon, should be held, and contracts should be carefully read before they are signed. The necessity of a contract is apparent when one considers the possibility of suffering a surprise financial loss at the end of the school year, when there should be only rejoicing that the book is finally completed and distributed.

Accurate and detailed bookkeeping by members of the business staff is essential. The source of every penny should be entered on the books and the exact amount carefully noted. Expenditures should be handled in the same manner. Such training in bookkeeping and budgeting is of definite value to the student and makes financial confusion impossible.

All of the yearbook's work, both edi-

(Continued on page 111)

Assembly Programs for December

As many schools will close for the Christmas holidays on December 21st this year, only three assembly programs will be held during the month in most places. In some schools, however, four programs will be presented; three in addition to the traditional Christmas assembly.

In this article, outlines and suggestions for four possible programs are presented. These are of such a nature that their preparation should not place too great a burden upon any one group or individual.

December 3-7 — Pep Rally, Awarding Football Letters, Preparation for Basketball Season, Physical Education Demonstration — Sponsored by the Athletic Council and Physical Education Department.

The best type of organization for this kind of program will depend upon the traditional practices of the school and the social and educational philosophies of its administrators. The aim of the "pep" assembly should be to present situations and opportunities for boys and girls to develop desirable attitudes and ideals. School unity, morale, and motivation for activities are by-products of the broader aim of the formation of good citizenship habits.

The following outline might be suggestive to schools in planning this program:

Presiding—Chairman of Athletic Council.

Selections—School Band.

Introductory Remarks—Principal.

Exhibition of Victory Banner—Student.

Awarding of Football Letters—Coach.

Film—"Football Thrills."

Demonstrations and Stunts—Physical Education Department.

Pep Talk—"The Basketball Season"—Local Booster.

Action Songs—Led by Cheer Leaders.

School Yells—Led by Cheer Leaders.

Selections—School Band.

The following is the text of a "pep" assembly presented at the Santa Ana, California, Senior High School, December 1, 1944:

Time Program

10 Presentation of Color Day Awards

Alvin Berry

Sketch remaining events of the day —

Kangaroo Court, Football, Football Dance

—Fern Dannenbring.

40 *Pep Program*

7 Musical Selections —

Santa Ana Senior High Band

Talk on Band and Football Games —

Douglas Lamont, Director.

5 Introduction of Coach Greene

Bill Cole

Recognition of "B's."

1 Presentation of Victory Banner

Darrell Nelson.

2 Introduction of Saints of the Week — Con-

C. C. HARVEY

Nyssa Public Schools

Nyssa, Oregon

nie Cole, Chairman — Bill Duffy, Chuck Daniels, Bud Halderman, Jim Cook.

8 Pep Talks — Miss Knight, Mr. Woolley.

1 Announcement by Chairman

High School Rooting Section

Junior High Section

Downtown Quarterback Section

5 Theme Skit — Herb Christ, Jack Brinkerhoff and Co.

5 Yells — Dick Briggs, Jay Moede.

5 Songs — Carla Mock, Shirley Christensen, Genevieve Wright — "Flight Song" and "Alma Mater Song."

1 Final Reminders — Color Day—Connie Cole.

December 10-14 — "The Arts Speak" — Sponsored by English Department.

The idea for this program is contained in an article contributed by Miss Ruth Mary Weeks of Paseo High School, Kansas City, Missouri. Almost any school could develop a program of this nature, growing out of activities in the English Arts. The article by Miss Weeks entitled "The Arts Speak" is given below:

Paseo's senior English classes produce an annual assembly presenting literature as a fine art. Last year its theme was built around the idea that art is universal, using similar subjects in every age and nation. Indirectly, the program also honored Paseo's war dead, and treated topics war throws into sharp relief.

First, came numbers illustrating types of womanhood. The predatory siren (all too conspicuous amid the dislocations of war) was seen in Heine's "Lorelei", rendered by a vocal and string ensemble; a Spanish dance — the Habanera from "Carmen"; and a solo, "Dark Eyes." The comforting wife and mother (never more valued than when soldiers must leave home to brave death afar) was shown in a living bas relief of the parting of Hector and Andromache, posed to the accompaniment of Homer's lines, which said three thousand years ago what can be heard today in any railroad station. Next appeared the divine mother. At one side of the stage, before Raphael's Gran Ducca Madonna (posed above a candle-light altar) knelt two nuns telling their rosaries. At the other side, before a living statue of Kwan Yin, goddess of mercy, knelt a Chinese mother and child. From below the footlights rose the world's prayer for mercy in Schubert's "Ave Maria." These tableaux, shown against a black curtain and illumined only by spots, had the detachment of eternity and were greeted with breathless silence.

Next followed a play, "Western Night." A teen-age cowboy who had run away to seek

adventure and found only routine, lay dying in the bunkhouse of a Montana ranch — fearful of living a cripple with a peg leg — fearful of dying far from all he loved. Then death became for him a happy home, coming through the spell of a Mysterious Stranger from "Beyond the Valley," who arrived unheard. As his bunkmates pondered the Stranger's tale, the curtain closed and the A Cappella Choir sang Stevenson's "Under a Wide and Starry Sky." With the last note, the curtains opened, and in a scene gay with Indian rugs and serapes, girls and cowboys in hoop-skirted gingham and vivid shirts danced the Texas Star.

Last came the finals in Paseo's annual Poetry Reading Contest, when winners in the lyric, narrative, and dramatic preliminaries competed for a poetry cup presented by the English Department.

Thus fifty students, few of whom had ever participated in a program of this kind before, carried to the student body an adult comment on life from music, the dance, painting, sculpture, drama, and poetry — with examples spanning thirty centuries and drawn from Germany, Greece, France, Spain, Russia, Italy, China, England and America. Love — false and true — disfigurement; death; philosophy — what topics are more profoundly current? And where can students meet them more profoundly than through the arts?

In some schools it is customary for the Home Economics Department to present an assembly in December. For schools which do not find a program such as suggested above to their liking, the following might prove more appropriate. It is an account of an assembly sponsored by the Homemaking Department of the Duncan, Oklahoma, High School, which was contributed by Mr. J. Gordon Stephens, Principal:

The first part of the program was a style show presented by the students of Homemaking II. The girls modeled dresses, skirts, blouses, suits, jumpers, and slacks, that had been made in class. The scene for the review was the pattern department of a store. Two high school girls were selecting patterns from large books. As they talked about the various styles, the models appeared first in a large picture from the middle of the stage, and as soft music was played they circled slowly and walked across the stage.

The second number on the program was a short humorous skit entitled "The Diary of a Stomach." A commentator read the diary as if the stomach were talking. Girls appeared carrying signs indicating the foods which had been eaten during the day. They stood in line on the stage as the food was mentioned and moved up and down in slow motion as though the food was digesting. It was a simple but humorous skit which helped show students the evil effects of poor eating habits.

December 17-21 — Demonstrations from the Commercial Department — Sponsored by the Commercial Department.

There are many things which the commercial department can demonstrate on an assembly pro-

gram that will be of interest to students. One plan is to have students set up a complete office and carry out the routine of an office force with incoming and outgoing mail, filing, taking dictation, and transcription. Typing relay races and business plays are always interesting and valuable.

The following digest of an article should prove helpful in developing an assembly demonstrating the work of a commercial department:¹

This is an assembly demonstrating the various phases of the work of the Commercial Department, Western High School, Baltimore, Maryland. An announcer introduced the program and explained each step in the procedure. The scenes included the following:

I. Typewriting: Speed contest, first with practiced and then with new material, was staged by students.

II. The "Life History of a Check" was given in pantomime.

III. Artistic Shorthand: Social as well as vocational values were pointed out in the demonstrations. Blackboard demonstrations were used.

IV. Machine Addition: Calculators were used to demonstrate addition by the touch system. Students were timed and results checked.

V. Rapid Dictation: Twelve stenographic students transcribed a letter dictated at 120 words per minute, then read it back.

VI. Commercial Geography: In this last scene a large European map was lowered to center of the stage. During an appropriate monologue students dressed in native costume of the various European nations came from the wings bringing representative products and locating the countries on the map. The program closed by the reader's expressing the wish that there could be a union of nations in Europe under one flag with the different groups living together as happily as do the people of our land.

December 24-28 — Annual Christmas Assembly — Sponsored by a Special Committee from Music, Dramatics, English, and Home Economics Departments.

This holiday season, which should be one of the most important and meaningful in the entire school year, suggests in most schools an opportunity for an organized effort to share our happiness and comforts with others. Many sources

¹Delia R. Alford, "Variety in an Assembly Program," Western High School, Baltimore, Maryland. *The Business Education World*, XXI (December, 1940), pp. 361-363.



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furnish ample materials to help in planning Christmas assembly programs. An excellent suggestion for "A Christmas Peace Pageant" which would be especially appropriate this year is given in an article summarized in the following:²

Christmas customs and legends can be so arranged in a sequence of pantomime and tableaux that the finished program will appear as a pageant of beautiful pictures. Girls, robed to represent some of the old madonnas, stand in a Gothic-like niche on either side of the stage. Narrators alternate in the telling of the story. A spotlight is turned upon the speaker while the silent niche is completely blacked out.

First comes the story of the Christmas Candle. During this narration, girls dressed in white slowly cross the stage and light tall tapers which are placed in brass candlebra at either side.

Narrator Number Two then tells of holly and mistletoe, while a gay, but quiet group wearing the costume of old England, festoon garlands here and there.

Narrator One now tells the legend of the Christmas stocking while children dressed in sleepers come in quietly and hang their stockings on either side of the mantle.

As the legend of the tree is told, a brightly decorated tree is brought on and placed upstage near the mantle. The tree lights are turned on and a glowing star shows at the tip of the tree.

Santa Claus and his reindeer now come on so quietly that no word of the narrator is lost as she tells these legends and weaves in a story here and there concerning the toys which are being placed about the tree.

Now comes the legend of the Christmas goose and the plum pudding. As this is told, several children slip in and quietly pantomime their play about the tree. As the two white-coated, white capped chefs (one bearing high the tray with the goose, and the other the glowing plum pudding) pass across the stage the children troop out after them.

The story of the Yule Log is the last to be told. Four boys in old English costume drag the log to the fireplace where it is "lighted." As the warm glow (made by amber lights and cellophane) springs up, the four boys stand quietly at the center while all those who have appeared in the various episodes come quietly on and take places about stage.

Slowly the light fades from the niche of the narrator as a soft amber lights the stage to show an angel chorus crowding in at sides and back. The voice of the narrator dies away as the angel voices mingle with the actors in the carol "Holy Night."

This description of the Christmas assembly presented by the Jefferson Senior High School, Roanoke, Virginia, was contributed by Miss Clara G. Black, Chairman of the Assembly Committee:

The Friday following the Choir Assembly when the carols are sung, the school day closes for the holidays, we give our traditional Christmas assembly — the play, "Why the Chimes Rang." I should like to describe this because it

is one of the outstanding programs of our school.

First of all, the school newspaper runs a contest for the selection of a Madonna. Then the Welfare Society sends us names of about forty families who, except through our help, would have no Christmas at all. This is our "White Christmas."

Our procedure for the assembly from this point is: The tableau of Mary and the manger is in front of the main curtain, and the verse-speaking choir of about seventy voices is grouped around the manger and across the stage and in the orchestra pit. Each member of the choir is dressed in a black-and-white choir robe, and each carries a lighted candle. The lights in the auditorium are dimmed before the bell rings for the students to come in, and the choir sings Schubert's "Ave Maria." After all are in their seats, the remaining house lights go off, and the choir reads together the Christmas story from the gospel of Luke, following this with the singing of Mallotte's "Lord's Prayer."

The candles go out then, and in a brief black-out, the manger is removed, the choir comes down front to the seats left vacant for them. The curtain goes up on the play. We use a gauze curtain for the back of the hut so that when the time comes for the pageant, the lights in the hut may be dimmed and those behind may be brought up, revealing the altar, the priest, and the singing choir in their maroon and white satin robes. After the curtain goes down on the play, a spot from the balcony picks up a girl standing in the pit, who says, "The angel said, 'Inasmuch as ye have done it unto one of the least of these, His brethren, ye have done it unto Him.' Holger gave his all — will you place your gifts upon the altar?"

Boys have been selected from each homeroom to carry the baskets which have for the past week been assembled in the homerooms for this purpose. At this time, then, the boys carry the baskets from the back of the auditorium up to the altar (for the curtain has now been raised) from which they are afterwards taken to the designated families. All during the processional the choir remains in its place singing Christmas hymns, and, when the last basket is placed on the altar, the curtain goes down on a truly beautiful picture.

And then the house lights go on, which is a sign for the students to go back to their rooms and for the ones backstage to prepare to repeat the performance a few minutes later. We have always been required to have two assemblies to take care of all the students and the outside

²Mary M. Bair, "Suggestions for a 'Different' Christmas Program," *School Activities*, XII (December, 1940), pp. 159-160.

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guests who come to see it. The amazing thing about this assembly is that, despite the fact that we have presented the same program for eight years, people outside the school ask for it each year. Students, as early as October, begin asking when try-outs for the Christmas assembly will be held.

This assembly, presented by the Fine Arts Department of the Vallejo, California, Junior High School, was contributed by Mr. Allan F. Locke, Principal. Its purpose was to stimulate the "Christmas spirit", to contribute to the appreciation of fine music, and to appreciate beautiful effects in color and arrangement.

Prelude: The band played a Christmas overture.

Curtain: As the curtains slowly opened, showing a large gold frame at the back, the choral group to the right, a group of girls (the speech choir) marched down the aisle, onto the stage, placed green branches over the footlight, and took their places on left of stage.

Scene I: The gold frame at the back opened its curtain on a tableau — The Immaculate Conception — as the speech choir gave Luke 1:26-33. Then the stringed ensemble played a Christmas medley.

Scene II: Tableau — Angel with the Shepherds.
Choral — "The First Noel."
Speech Choir — Luke 2:7-14.
Choral — "Glory to God" — Messiah.
Speech Choir — Luke 2:15.

Scene III: Soprano Solo — "O Holy Night."
Tableau — Manger Scene — Shepherds.
Choral — "Virgin's Lullaby."
Orchestra — Christmas Medley.

Scene IV: Tableau — Wise Men at the Manger.
Choral — "March of the Three Kings."
Speech Choir — Matthew 2:1, 2, 7-11.
Choral — "We Three Kings."

Scene V: Choral — "Star Lullaby."
Tableau — Madonna and Child.
Choral — "Jesus, Joy of Man's Desiring."
Angels come to side of frame.
Speech Choir — "Arise, Shine, etc."
Isaiah 9:2-6, 7.
Choral — "Adeste Fideles."

Curtain: Band.

The able work of the stage crew made the lighting effects on the tableaux very beautiful. The Speech Choir and Choral were in white draped costumes like Roman togas. This emphasized the color in the tableaux.

QUESTIONS ON ASSEMBLY PROGRAMS

The following are some questions which have been asked by persons who are connected with assembly committees in various schools:

1. What can be done by the assembly committee to get more members of the faculty interested in sponsoring programs?
2. What kind of programs do you suggest for motivating classroom work?
3. Has the war had much influence on the type of programs which are being emphasized in large numbers of schools?
4. How can the assembly be used to relate the life of the student within the school to life

outside the school?

5. How can student government be made to function in the assembly?
6. Should the assembly be considered as a separate unit or rather as a part of the integrated educational program of the school?
7. Is it not possible to use the assembly as a device for integrating curricular and extra-curricular activities into one great movement?
8. Is there a need for more studies of actual practices of schools relative to assemblies?
9. What are some of the problems or dangers which assembly committees should guard against in planning their schedules?
10. Are educators in general sufficiently aware of the educational implications and the inherent possibilities of the assembly?

These are only a few of the many questions which have been asked relative to assemblies. The writer of this series of articles would like to receive comments on the above questions, and also other questions which those interested in the educational aspects of assembly programs have in mind. Perhaps these articles can be made a means of stimulating some research projects on school assemblies.

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—New York Teacher News

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News Notes and Comments

Public schools need teachers who can make the story of democracy more fascinating than the Lone Ranger and make student self-government colorful and vital training for adult citizenship. This is the judgment of Dr. Earl C. Kelley, prominent educator, who is supervisor of secondary education in the Detroit schools and a member of the faculty of Wayne University, and Dr. Roland C. Faunce, Chief of Secondary Education for the State of Michigan, in their booklet "Your School and Its Government" just published by the National Self Government Committee, Inc., 80 Broadway, New York City.

"Secondary Schools After Victory" is the title of the October number of *The Bulletin of the National Association of Secondary School Principals*. It gives nearly 200 pages of description of policies, plans, and practices for aiding the men and women of the Armed Forces to complete their secondary education.

All wartime restrictions affecting school transportation have been suspended and school busses, as well as chartered busses, may be used for transporting athletic teams.—*Oklahoma H.S. Athletic Association Bulletin*.

"The scope of group activity in towns and cities all over the country, and the initiative and originality of local leaders of public opinion may come as a surprise to those who are unaware of the spirit of a democratic people," says the Foreword of "Here's How It's Done," A Popular Education Guide, published October 1 by the Post-war Information Exchange, 41 Maiden Lane, New York 7.

A study of the belief in superstitions of 1,135 ninth grade pupils showed that girls were more superstitious than boys; that children whose fathers had attended college were less superstitious than those whose fathers had not, although the attendance of mothers at college did not have a significant relationship to the superstitious scores of the children. The mean superstition scores decreased with increased number of books and magazines in the home.—*The Education Digest*.

"Training School Bus Drivers" is Vocational Division Bulletin No. 233 of the Federal Security Agency of the U. S. Office of Education. The price is 30 cents.

According to an article by Harriet Zuker in the September *New Mexico School Review*, a clothing teacher in a New York City high school made a survey of student opinion on "Dress and Personal Appearance of Your Teachers."

It is doubtful whether military training in peace time will do what its advocates claim. The

glamor would be absent, and the unquestioning obedience to command would be intolerable.—from an editorial in *Scholastic Coach*.

A Christmas Playlet for Student Groups

"Football and Powder Puffs," by Anna Manly Galt, which was published in an earlier number of *School Activities* has been in so great demand that reprints have been made available. It is a 15-minute play with a cast of four boys and five girls. It can be produced in a few days and will fit almost any program at Christmas time. The plot is interesting, the lines are clever, and the effect is good. Send fifty cents to *School Activities* for a set of ten copies.

"A New Birth of Freedom" is a musical pageant for junior and senior high schools, prepared in the form of a Report to the Community on the school's record of war activities and post-war objectives. It makes provision for both choral and audience singing of familiar music. Copies — only one to a school — are obtainable on request to the Education Section, War Finance Division, U. S. Treasury Department, Washington 25, D. C.

United Nations Student Contest Broadens Scope

Enlargement of the annual student contest of the American Association for the United Nations to include private and parochial secondary schools is announced for 1946 by Mrs. Harrison Thomas, Education Secretary of the Association. The contest, celebrating its twentieth year, deals each year with world organization for peace and will this time have for its theme The United Nations.

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Stories must have appeared in a school publication (member of CSPA) between January 1, 1945, and December 10, 1945.

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2. Name of publication
3. Publication date of story
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6. Certification of original work signed by both writer and teacher.

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Mail entries to *Columbia Scholastic Press Association*, 202 Fayerweather Hall, Columbia University, New York 27, N. Y.

From Our Readers

Editor, *School Activities*:

One of my good friends suggested that I communicate with you in regard to some phases of our social program for the Chicago Club of the Deaf.

Here are our needs: a list of sources of materials and pamphlets on raising funds; names of firms that sell supplies for various social events; materials or ideas on conducting tournaments (our Club will stage the National Basketball Tournament for Deaf Clubs in March); material on the organization and management of a "store" or sales counter; samples of club constitutions and by-laws; and material on financial organization and accounting.

This looks like a "big order," but we will certainly appreciate anything you may do for us.

Sincerely yours,
S. ROBEY BURNS
Chicago Club of the Deaf
167 North Clark Street
Chicago 1, Ill.

We sent Mr. Burns our ideas, won't you send him yours?

Editor, *School Activities*:

We are interested in organizing a student council in our high school and should like to have the experiences of several other schools of about our size — 300 pupils. Can you supply us with the names of several such schools?

Any help or suggestions will be deeply appreciated.

Sincerely,
EDWARD G. GRANNERT
Supt. of Schools
Lyons, Kansas

If your school is about the size of Lyons, why not give Mr. Grannert a lift?

The Yearbook Should Be Underway (Continued from page 105)

torial and business, should be preceded by careful planning. A calendar which indicates the dates on which different details of the book should be attended to or completed should be prepared and given to each member of the staff. The calendar will probably begin in the spring of the year before and will continue until about the first of February, when everything should be in the hands of the printer in correct form.

The most exciting day of the school year, with the possible exception of that preceding Christmas holidays, is the day on which the yearbooks arrive. For this very reason, an efficient method of dis-

tribution should also be carefully planned so that subscribers may receive their books quietly and quickly.

The reaction of the students and faculty members is perhaps the best criterion of evaluation. The spontaneous criticisms offered at random may be noted or a systematic method may be evolved. Another way of receiving evaluation is by submitting the book for criticism to national press associations who offer detailed and professional advice. The staff, in submitting the book, should take great care in being absolutely honest in the information they send to the association, for it is a serious abuse to indicate professional or faculty work as that done by students.

It is hoped that in the future more effective means of adjusting the financial difficulties of yearbooks to the intrinsic educational values involved in its production will be found. Yearbooks are frequently considered a needless and vast waste of money in the school, but the meaning they hold for the student and the increasing value they have for him as the years go by would seem to justify this expenditure of time, energy, and money.

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We Make Our Bulletin Board both Attractive and Useful

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How We Do It Items in Brief

BRINGING THE COMMUNITY INTO THE CLASSROOM

How can we make the work of our classrooms more realistic? In American history classes, how can we arouse interest in good government? In what specific ways do good citizens serve their communities?

In an attempt to answer these questions the American history classes of the Montclair High School undertook last year to help students become better informed about local government. Arrangements were made with the directors of eight departments of the town government of Montclair to meet with representatives of the High School American history classes. Selecting the departments to be visited on the basis of what seemed to be the interest of the students, a different group of class representatives was chosen each week. The meetings were approximately two and a half hours in length, and the departments selected for investigation were: Finance, Health, Fire, Police, Public Works, Welfare, Public Library, and Board of Education.

On the day selected each week for the visit, students reported to the office of the director, where they were first given an over-all view of his department. Later, an opportunity was given to see something of the department at work, after which questions were raised and a discussion conducted.

Reports of all of these experiences were made the following day by student representatives to the history classes from which they had been selected. Due to the fact that approximately one hundred twenty different students served as representatives at one time or another, better-than-average interest was shown by the various groups in the reports which were made and in

the discussion which followed.

An important consideration in the success of the undertaking was the time taken to prepare all students for these visits. A general meeting of all students of American history classes was addressed by a representative of the town government, who was selected for his background of information about local government and for his ability to present the subject in an interesting fashion. Furthermore, each group of students met with a teacher-adviser the afternoon preceding the day of the visit.

Advantages and disadvantages usually accompany any undertaking.

As disadvantages, it should be mentioned that students missed the work of two subjects on the day they were chosen to visit. Furthermore, some teachers felt that it became difficult at times to plan class work, with one or two days a week to be devoted to these reports on local government.

The advantages were obvious. The knowledge gained from direct contact with the various town departments aroused considerable interest. The opportunity for high school students to discuss town problems with citizens seemed to have possibilities of improving public relations. The keen interest shown by representatives of the town government in these meetings must have greatly stimulated their interest in their own work.

Most important of all, the growth in understanding on the part of students of how a town government functions should help to make these young people better citizens.—HAROLD A. FERGUSON, Principal, The High School, Montclair, New Jersey.

OUR STUDENT MAINTENANCE BOARD GETS THINGS DONE

At the Oakland, California, Technical High School, a Commissioner of Maintenance is elected by the student body. He appoints a committee of twenty-five students to assist in keeping the school building and grounds in clean and orderly condition. Members have pins and cards for identification and as symbols of their authority.

Grounds are divided into twenty areas, and a member is in charge of an area for a week. The assignments rotate, so that a member will have a different assignment each week.

The Student Body obtained from the Board of Education twelve special garbage cans, and the Maintenance Committee painted them in school colors. When this was done, these cans took on new significance. Every day, before lunch period, the garbage cans are placed around the grounds. When the lunch period is over, the Committee collects the cans, empties them, and stores them away.

A visiting student remarked to the Commissioner: "Do you mean to tell me *you* carry gar-

bage cans? Why, our students would never do that." The Commissioner replied: "Do you have garbage at home?" "Certainly!" "Who carries it outside?" "I do — my mother does — we all do." "Well, we do the same here — this is our home during school hours and we have pride in it." This is very good evidence that the Commissioner had a clear conception of one of the basic principles of democracy — pride in his job.

An educational campaign is conducted throughout the school year to develop pride and responsibility on the part of the students toward their building and grounds. Clever and colorful cartoons and slogans are probably the most effective of all methods used.

The educational campaign has worked quite successfully, and on very few occasions are papers or lunch refuse left lying about the grounds. However, there are some thoughtless students, and some uncooperative ones who are not reached by the educational appeal. To take care of these cases, members of the Board have authority to issue citations. When an offender gets a citation, he must appear before the Board. The charge against him is presented by the Commissioner, and the accused is given an opportunity to explain his side of the story. He is then excused from the meeting while the case is discussed. He is then recalled and notified of the decision. The Board has the full backing of the Principal in enforcing decisions.

A faculty member serves as sponsor of the Maintenance Board and sits in on all meetings. On a few occasions it has been necessary to adjust some of the proposed penalties; but it is surprising how fair and wise the students have been. In a period of five years it has been necessary twice for the Board to ask the Principal for support in the enforcement of a penalty.

The student body has an unusual pride in this particular activity — so much so that there is very keen competition in the general election for the office of Commissioner and membership on the Board. This project is another one of many examples of how democracy works in a modern high school.—ELWOOD V. HESS, Dean of Boys, Oakland Technical High School, Oakland, California.

MINUTE MEN ORGANIZATION SERVES TECHNICAL SCHOOL

At the Arsenal Technical Schools, consisting of the Technical High School and Vocational Schools, Indianapolis, Indiana, an organization which we call "The Minute Men" has been started. It resulted from a felt need for a small group of "trouble shooters" who could act quickly and effectively in emergencies.

The group is an outgrowth of the Student Affairs Organization and the Tech Service Club, and it is composed of twenty-five members. Its members respond to the call of Student Affairs representatives who need assistance in putting over a drive, campaign, or other project in their sponsor room.

The Minute Men are called upon to help a sponsor room reach ninety or one hundred per

cent participation in war bond and stamp drives. A smaller group of Minute Men prepare an outline for the talk each member is to give in the sponsor room. A chairman sees that these outlines are typed and distributed to Minute Men. Originally the group devoted most of its time to drives and other activities connected with the war.

There is keen competition among the Minute Men, and each feels a personal pride when able to make a good report on the particular project to which he has been assigned. This group has been highly successful in developing students who could step into an emergency and assume responsibility. It has afforded many opportunities for student leadership and service. Both school and participating students have benefited from the activities of the Minute Men organization.—GERTRUDE THUEMLER, Dean of Girls, Arsenal Technical High School, Indianapolis, Indiana.

OUR NOON HOUR ACTIVITIES BEGAN INTRAMURAL PROGRAM

For the past three years we have been experimenting successfully with a noon activity program which provides recreation for the student body during this period with a maximum student participation and minimum faculty supervision. In the activities initiated we find the beginning of a strong intramural program.

At the beginning of the school year our athletic coach sets up a schedule of team competition in softball, touch football, and quoits. Competing teams are organized on a voluntary basis by any class member who can find classmates enough to play with him during a game season. To encourage wider participation, varsity players are not allowed to play on such teams but are assigned to serve as coaches, managers, referees, time keepers, etc. The remaining students are spectators.

As soon as the weather requires that activities be inside, the gymnasium provides the facilities for basketball, ping pong, volleyball, and dancing; while reading, and the playing of checkers, caroms, and bean-bag may take place in a large study hall.

Gymnasium activities are rotated in the schedule so as to provide variety. A typical week might have the following schedule:

Monday—Basketball between two junior high boys' teams.

Tuesday—Volleyball between two senior high girls' teams.

Wednesday—Basketball between two senior high boys' teams.

Thursday—Dancing for all grades.

Friday—Goal-Hi between two junior high girls' teams.

To avoid the confusion of unnecessary hall traffic during the noon hour, students are asked, after leaving the lunchroom, to find the activities of their choice and to remain there during the remainder of the period.

We are splendidly surprised that competing

individuals and teams (which have names of their own choosing) have strong student following, a healthy situation within a student body if directed in the right channels. We are confident that a group of students, if properly organized, can provide a variety of activities which will supply wholesome and interesting recreation for themselves during the noon-hour recess period.—STUART L. OPENLANDER, Superintendent, Public Schools, Holt, Michigan.

LOS ANGELES SCHOOLS STUDY UNITED NATIONS CONFERENCE

A secure and lasting peace can be built only upon a foundation of information, knowledge, and understanding on the part of an educated citizenry; idealism is not enough. In order that teachers and students might have an adequate background to follow and discuss the proceedings of the United Nations Conference at San Francisco, a thirty-two page brochure, "Our Schools and a Secure and Lasting Peace," was published and copies distributed to each of the ten thousand teachers in Los Angeles.

Results have shown that this preliminary instruction made the Conference more intelligible to students and teachers alike. Students have sensed the crisis in the American way of life; teachers have recognized the role of education in this crisis. All realize that democracy can be preserved by the winning of the war only if the United States and other nations are educated for peace.

Through the study of the background for peace, students and teachers know that they do not yet have the perfect protocol, the final document, or the ultimate agreement. They do know, however, that they can, and must, anticipate the beginning of a great and universal plan which they all can support. They realize, too, that they must learn anew the qualities of personal living and understanding which make for peace in both individual and national life.—MAURICE G. BLAIR, Director Secondary Curriculum Section, Los Angeles City Schools, Los Angeles, California.

VOCATIONAL CLINIC IS BEST STUDENT COUNCIL PROJECT

One of the most outstanding activities of the year at the Springfield, Missouri, Senior High School was the vocational clinic. It was planned, promoted, and carried out through a joint committee of the student council and faculty with the co-operation of community leaders.

The clinic was the culmination of a guidance program which extended over a period of several months during which all students attended small group meetings. At each meeting there were two speakers. The first speaker's purpose was to stimulate interest in thinking about vocations in general and to discuss what employers look for in their employees and what qualifications are necessary for success. Such factors as character, personality, dependability, punctuality, initiative, and training were stressed. The sec-

ond speaker discussed a specific vocation from the viewpoint of what the business world expects from its employees.

Several weeks before the date set for the clinic, a list of forty vocations was presented to each student, with the request that he check the two which he would most like to hear discussed, or to add others not found on the list. These lists were then tabulated to ascertain how many would be present at each meeting. Several vocations listed were dropped, as few students indicated interest in them, and a number of others suggested by students were added.

When the final list was complete, a speaker was secured for each meeting. The speakers were Springfield men and women who are successfully engaged in the occupation which they represented. Each was given a suggested outline of questions which might be helpful in presenting the talk. Some of the questions were: What is the size and importance of the industry, nationally and locally? Is the occupation overcrowded? What opportunities, if any, does the occupation offer in the armed services? Is the occupation stimulating or deadening? What are the ways by which the occupation is entered? What are the beginning wages, and what is the rate of gain? What training is necessary for entering the vocation?

On the day before the beginning of the clinic, three films were shown to the entire school. One dealt with the general topic of finding one's vocation; the other two concerned specific vocations. On each of the two days of the clinic, the periods were shortened to provide an hour in which students, after consulting a published schedule, attended the meeting of their choice. Many students have reported that, as the result of the vocational clinic, they are now able to think much more clearly about their future plans.—MILDRED RILEY, Student Government Sponsor, Senior High School, Springfield, Mo.

HIGH SCHOOL SURVEYING CLUB IS INTERESTING ACTIVITY

The Surveying Club of Central High School, Philadelphia, Pennsylvania, endeavors to utilize the mathematics which students acquire in the classroom and to apply it to practical field situations. Boys interested in civil, military, mining, mechanical, electrical, sanitary, municipal, chemical, agricultural, and architectural engineering may profit from membership in this club.

The club is well equipped with instruments and auxiliary equipment, which include transits, level, tapes, plumb bobs, level rods, range poles, etc. Members are instructed in their use, care,

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and adjustment and in their application to field problems. Emphasis is placed on the development of a reasonable degree of accuracy and skill in the manipulation of these instruments.

Theory supplements, but does not supplant, manipulative skill. Club members participate in discussions of the theory of leveling, chaining, traversing, re-adjusting, and measuring angles; reading veniers, "running" level notes, profiles and cross-sections, stadia and contours. A knowledge of plane geometry is helpful.—CHARLES BLAKER, Sponsor of Surveying Club, Central High School, Philadelphia, Pennsylvania.

JUNIOR HIGH SCHOOL FORENSIC ACTIVITIES

For several years Capitol Hill Junior High School, Oklahoma City, Oklahoma, has sponsored an intramural debate program in the form of a tournament. The winning teams are selected in the seventh, eighth, and ninth grades, and then these compete for the school championship.

Each of the fifty homerooms encourages all pupils who are interested in debate to enter the activity. If a homeroom can provide a team of six, that group comprises a team. Each room may enter as many teams as it wishes. However, if there are extras, or if not enough to make a team in a room, the Forensic Committee makes arrangements so that those who are interested may have a chance to debate by combining with pupils from other homerooms. Each debate team is directed by a teacher. The questions for debate have usually been the national debate questions, since an abundance of material on them may be obtained easily.

If a pupil is interested in debate, but does not wish to be on a team, he may be trained to be a chairman or judge. As the presiding officer throughout a debate, the chairman has a responsible position. There are three judges for each debate until the grade finals are reached, after which five are used.

While the debate tournament is in progress, other speech contests are being held. These include standard orations, dramatic and humorous readings, interpretative poetry, and extemporaneous speaking.

Seventeen years ago Mr. and Mrs. Frank Buttram offered a gold medal to each Oklahoma City junior high school for the best oration on "Good Citizenship." This was done with the understanding that every student would take part in the contest. A girl or boy of Capitol Hill Junior High has received one of these medals every year since it was offered.

In our school all pupils write essays on "Good Citizenship" in their social studies classes. Each teacher sends the best essays written in her classes to a reading committee that selects the fifteen best. These are then delivered as orations in the semi-finals of the contest. At this time, five pupils are selected to enter the finals. These five orations are given in the assembly, at which time the winner of the medal is chosen by the

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judges who are not connected with the school. With one hundred per cent participation in the contest, we feel that it really does a great deal to promote good citizenship.

There is another Forensic contest, which is open only to ninth graders. The oratorical contest sponsored by the American Legion is well known throughout the United States. The pupil chosen each year to represent our school in this contest is the ninth grader who can develop the best expression of understanding and appreciation of American ideals.—MRS. MARGARET ATCHISON, Head of Social Studies Department, Capitol Hill Junior High, Oklahoma City, Oklahoma.

WE MAKE OUR BULLETIN BOARD BOTH ATTRACTIVE AND USEFUL

In some schools the bulletin-board is a "free for all," where anyone who wishes may put up a sign or scrap of paper. It is often adorned with clippings torn from newspapers, lost and found scrawls, or ragged pieces of paper — each stuck on with one thumbtack. In the Freeport, Pennsylvania, High School the bulletin-board, which is in the main corridor, through which pass all students going to and from classes, combines attractiveness and usefulness.

Postered there are notices that are of interest to all students and teachers: announcements of meetings, rehearsals, and practices; advertisements of games, plays, dances, lost and found articles; scholarship tests; Army and Navy announcements; war bond posters; newspaper clippings of special significance; pictures of graduates who have won recognition; guidance material; and notices from the staff of the school paper. One corner is reserved for the *Yellow Jacket*, our weekly school paper.

Any teacher or student may place material on the bulletin-board by following the rules laid down by the student council and the principal. The bulletin-board is revised every morning before most of the students arrive at school and is inspected several times each day. Neatness, arrangement, variety, and promptness in removing posters and announcements keep the board attractive and of maximum usefulness to the school.

Our bulletin-board is in charge of a faculty sponsor who is assisted by a student committee. On the first day of school the name of the sponsor is announced. The rules for the use of the board are also posted the first day.

Although the real reason for having such a bulletin-board is to have a place where things of importance can be kept before the eyes of students, it can be used to instill good habits among students — habits of observation and appreciation of neatness and care. As important announcements and material of interest to all appear often, students form the habit of daily inspection. This is encouraged by having the items interesting, varied, current, and arranged so that small type is at eye level and can be read easily.

Every school can have an attractive as well as useful bulletin-board in which students will

take pride. However, to make this possible, there must be a definite plan for its administration, which includes a set of regulations and the fixing of responsibility.—HELEN S. GALES, Freeport High School, Freeport, Pennsylvania.

HERE'S HOW OUR SCHOOL CONDUCTED A BOND RALLY

One week before last year's Pearl Harbor Day, the English classes of Burlington, Wisconsin, High School were assigned to write essays and letters telling why citizens of the United States are buying bonds. History classes also set aside a day to study the value of buying bonds. The best letters and essays written were published in the school paper, and others which contained good ideas were posted on the bulletin-board.

On December 7, there was a special assembly. The rally started with three Boy Scouts carrying the flag to the stage, and the Pledge of Allegiance. This was followed by "The Four Freedoms" in still pictures.


Next we sang war bond parodies to the tune of American favorites. This was followed by Uncle Sam stepping forth from a huge figure "6" with a gun in his hand, the Sixth War Loan poster. He came to the center of the stage where eight girls, two from each class, gathered. They took places behind desks placed on the stage, and students filed up a few at a time to buy war stamps and bonds. The result of the rally was the sale of a total of \$4,485.25 in war bonds and stamps.—PHILIP WARD, Burlington High School, Burlington, Wisconsin.

HOW A SMALL SCHOOL PRODUCED ITS OWN ANNUAL

The difficulty of employing commercial printers, and other problems growing out of the war, have resulted in many small high schools producing their own yearbooks by the duplicated process. In some ways, duplicated "annuals" offer a more ideal situation for creative student activities and learning than do those produced by commercial printers.

How a group of seniors in a small high school where I formerly taught started from scratch and produced their own yearbook might be of interest. At a meeting of the group, it was decided to produce an annual by the duplicated process. In fact, the members decided that the activity would be more fun and would mean more to them if they did everything from making pictures to inserting the last staple.

The commercial, art, and English departments



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combined efforts in getting all the work done. Almost all organizations and the classes also made some contribution. The activity started off with a bang after a vigorous publicity campaign in which assemblies, homerooms, posters, and other means of arousing interest were employed. A contest was held to select a suitable name.

A staff was organized, but this seemed unnecessary as the entire school seemed to be helping. Subscriptions were sold to both students and townspeople. When the "dummy" was finished and all copy typed, the commercial department started cutting the stencils. The cover was designed by a student in the art class, and the photographer, a candid camera fan, took the pictures.

Next followed the running of copies on the mimeograph machine. When this was finished, the next job was to paste pictures. No engraving could be done with this type of book, and the pictures had to be pasted in each copy. A film-developing concern was found which developed a hundred pictures or more for one cent a picture. Regardless of difficulties, the group was determined to have a large number of pictures and an attractive yearbook. There was an individual picture of each senior, group pictures of all grades and activities, and numerous "shots." The many hours which students devoted to cutting off the white edges and pasting the pictures in each book didn't seem to bother the group; they were accomplishing a task which was their brain child.

The day the book was finished, bound, and stapled was an exciting one. Every purchaser of a copy seemed pleased, and at the spring school exhibit, one of the proudest items of display was the school yearbook.

The many students who participated in the production of this book gained valuable experience. They learned to co-operate in working on a project. Their interest in their school was greatly increased. They experienced some of the joy which results from success and accomplishment.—FRANCES SADOFF, Ann Arbor High School, Ann Arbor, Michigan.

PROJECTIONISTS' CLUB AIDS VISUAL EDUCATION PROGRAM

An outstanding organization at Maryland Park High School, Seat Pleasant, Maryland, is the C.O.P.S. (Club of Projectionists and Scientists). We are particularly proud of the "Projectionists" aspect of this activity, for it furnishes services of inestimable value to the visual education program.

When a teacher feels the need of a visual-aid in order to motivate her lesson, supplement it, or review it, she applies to C.O.P.S. for information. She is then supplied with appropriate catalogs secured by the club's corresponding secretary, and advised in her selection of films or film-slides. Letters are then written and bookings secured. The teacher is informed of the

results obtained, and the club makes arrangements for the showing of the film at the appropriate time and place.

Various members of C.O.P.S. take turns in calling for the films, setting up the equipment, and handling the entire performance. New members are given individual instruction and guidance by older ones. Group instruction at this point is not practical. In this manner, the burden of transporting heavy sound equipment to the projection rooms is taken from the shoulders of our female personnel and placed on those of the sturdier youngsters, and the teachers can devote full time and attention to the subject matter involved.

Another interesting service offered by the club is the setting-up of our auditorium for the bi-monthly feature movie program. Though no incentive is needed, an offer of a free ticket brings forth willing hands, and the projector is properly set up, the screen is lowered, the room darkened, light switches are manned, tickets collected, and the show is on!

This extracurricular instruction has many values to our students. Several have secured part-time jobs working for firms in nearby Washington, D. C., which have movie projectors and projectionists for hire. Some members also work part-time in these shops. In addition, there is also the current war angle — a number of boys we have trained as projectionists are now using that skill in our armed forces.—SAMUEL W.

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COUNTY PRESS ASSOCIATION GIVES PAPERS NEW IMPETUS

Handwritten on a single sheet of rag paper, the *Students' Gazette* of William Charter School in Philadelphia is said to have appeared in 1777. The first recorded printed student paper was the *Literary Journal* of the Latin School in Boston in 1829. As long ago as that, American school children, their parents, and their instructors recognized the need for a newspaper to promote, record and interpret school events. Since then, the school paper has fulfilled these three fundamental purposes, but in addition it has assumed many related objectives and responsibilities: development of leadership, correct attitudes, and social poise and the motivation of composition, for instance.

At Washburn High School in Minneapolis, the newspaper set-up calls for four page editors and a business manager. News editors and reporters work under the direction of the page editors. Students who elect news instead of 11B English may join the staff if they are interested and show some aptitude for the work. The paper is issued eight times a semester and is put out on the students' own time as an extracurricular project with no credit given.

Despite the enormous amount of energy and initiative needed for this work, the editors hunger for new fields. One year ago the chief editor believed that the time had come for a press association. Having decided on a county group, he enlisted help and sent out letters outlining the plan. The response from the county high schools was good; therefore, a noon meeting was arranged at our school, presenting the local author of a journalism textbook and a local newspaper man who had been a foreign correspondent. Two students came from each school. A home economics class served a simple luncheon that cost the delegates less than fifty cents. After the talks, our editor, who was named temporary chairman, appointed a constitution committee.

This group met, drafted a constitution which was later accepted after a few changes. Then the whole group met at another school and elected officers. Since then, from thirty to forty boys and girls have met about every six weeks in different schools. They are business-like, enthusiastic, friendly. They are unadvised except by the adviser of the host school. The only expenses are the small cost of the luncheon and the transportation.

Local newspapermen have been generous with their time. The students have heard a columnist, a chief editorial writer, a special feature writer, a sports editor, a production man, and others.

To list the advantages now and later to these student newspaper men and women would be a superfluous gesture. That the association has lived a year and is still healthy is proof in these days of hurry and change that "talking shop"

appeals to them and is a bond of good fellowship.—KATHLEEN DOWLING, Washington High School, Minneapolis, Minnesota.

HOW WE DO IT ITEMS IN BRIEF

The Service Letter, is a weekly printed publication which the Central School of Indian Lake, New York, sends to former students in the armed services. Mr. Milton S. Pope, principal, states: "It is a student, faculty, community proposition, and the project we are most proud of in our school."

The Library Gazette is the title of a publication issued as a project in a school which features advice on hobbies, on vocations, and on leisure-time activities. This unique publication is men-

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 25, 1912

of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for October 1, 1945

County of Shawnee, State of Kansas, ss:

Before me, a Notary Public, in and for the State and County aforesaid, personally appeared C. R. Van Nice, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: School Activities Publishing Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.
Managing Editor: C. R. Van Nice, Topeka, Kans.
Business Manager: C. R. Van Nice, Topeka, Kans.

2. That the owner is School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: Harry C. McKown, Gilson, Knox County, Illinois; C. R. Van Nice, 1525 Washburn, Topeka, Kansas; R. G. Gross, 360 So. Ogden, Denver 9, Colorado; Harold E. Gibson, 511 No. Fayette St., Jacksonville, Illinois; Nelson Ives, 415 Kansas Ave., Topeka, Kansas; T. H. Reed, 802 Buchanan St., Topeka, Kansas; A. D. Robb, 312 Howe St., Helena, Montana; D. Raymond Taggart, 1209 Boswell Ave., Topeka, Kansas; H. M. Bush, 1505 West 15th St., Topeka, Kansas; Ray Hanson, Hotel Del Mar, Del Mar, California; Elizabeth M. Gross, 360 So. Ogden, Denver 9, Colorado; Service Print Shop, 1121 Buchanan St., Topeka, Kansas.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holders appear upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stocks, bonds, or other securities than as so stated by him.

C. R. VAN NICE

(Signature of Business Manager)

Sworn to and subscribed before me this first day of October, 1945.

A. J. BASSETT

(Seal)

(My commission expires April 23, 1947)

tioned in *Activity Book, No. 2* — Library Projects for Children and Young People, American Library Association, Chicago.

Last year the Junior Town Meeting of the Air, Thomas Carr Howe High School, Indianapolis, Indiana, discussed the following topics: "What shall be done with the enemy countries after the war?", "The good and bad points of the Pan-American Union", and "The Race Problem." Is your student forum or discussion club a member of the Junior Town Meeting League? If not, you might want to write to the Junior Town Meeting League, 400 S. Front St., Columbus, Ohio, for information in regard to the services of this organization.

Tiger Tales is an annual publication of the Grand Junction, Colorado, Junior-Senior High School composed entirely of student poems, essays, tall tales, and short stories.

The Union High School, Taft, California, sponsors an annual radio broadcast in which student leaders in various school activities are recognized. One leader is selected from sports, one from each department, and one from every other major school extracurricular activity. Medals are awarded by local civic organizations.

The Education Section of the War Finance Division, Treasury Department, Washington, D. C., publishes a monthly high school "Clipsheet" which is sent free to editors of high school papers. It suggests ways in which the papers can promote the War Savings program. Mr. Daniel Melcher, Director of this project, writes: "We are anxious to get news ideas from the schools." The Education Section of the Treasury Department also supplies ideas and material for use in planning War Savings assemblies.

At Lincoln High School, Seattle, Washington, we have inaugurated "T" Day on Lincoln's Birthday; "T" standing for "Tradition" as well as "Teachers." On this day, we have one outstanding graduate of the school as guest speaker. Last year it was Mayor Devin who extended special recognition and praise to teachers for their constructive efforts and varied contributions to education.—MRS. MARGARET GARRED, Lincoln High School, Seattle, Washington.

The "Knights of the Round Table" is an organization of senior girls in our school who act as "big sisters" to the new girls, called "Pages." The girls sign up to become "Knights" and must meet requirements in scholarship, character, and good citizenship. The "Knights" meet the "Pages" and help them become acquainted with the routine of the school, give parties for them, and help them become adjusted and feel at home.—H. A. WILLIAMS, Principal, Fort Collins, Colorado, Senior High School.

Our Student Council at the Secondary Training School has made a contribution this year in

assuming responsibility for a "Work Study Hall." We operate on a Quarter basis, and at the end of each four weeks all grades of "Failure" are reported. Each failing student is required to attend an extra study hall at the end of the day. This is called a "Work Study Hall." It is in full charge of the Council, and no faculty member has anything to do with it. A student must attend the study hall until his or her work is satisfactory. The plan gets results.—VELNA SOLLARS, Sponsor of Student Council, Secondary Training School, Western Illinois State Teachers College, Macomb, Illinois.

In the Suffolk, Virginia, High School, each homeroom has adopted some former student now serving overseas as its "pin-up" boy. Only requirement is that stamp purchases in the room are enough to feed and equip the chosen hero.

A Functioning Student Court (Continued from page 84)

all activities. To be removed from all activities is a real penalty, for in Mt. Lebanon all activities connected with the school come under the activities program. When a second "out-of-order" means giving up a highly prized position on some athletic team or giving up some other activities position, a student thinks twice before risking a second offense.


If he does come before the court a second time and is found guilty, he is taken from activities and told that being found guilty of a third offense will result in his being recommended for suspension from school for one week. He cannot return at the end of the week unless he brings one or both of his parents to school. The majority of the students who appear before the court appear only once. A small percentage have to be removed from activities, and only a very small percentage have to be recommended for suspension. Since we think it is bad for the student psychologically to begin a new semester burdened with his misdeeds of the previous semester, "out-of-orders" are on a semester basis. Under this plan a student starts each semester with a clean slate.

The question arises here as to the method we use in cases where students have no

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activities. This has not been a problem, since ninety per cent of our students are in activities. However, for the ten per cent who are not in activities, our only penalty is suspension on their being found guilty of a third "out-of-order." The removal of privileges has been our attitude when considering penalties. This plan, of course, requires that there be a broad program of activities and every possible opportunity for all students to take an active part in the affairs of the school. If the ratio of participation were reversed — ten per cent in activities and ninety per cent not interested — the program would have very little chance of success.

We feel that after experimenting with the court for four years we can, with some degree of accuracy, evaluate it. We consider the organization a success and a definite step forward in the field of student participation in school government. It has by its seriousness and fairness gained the respect of both the faculty and the student body.

It seems to us the success of any student court depends largely on four things. The first is the appointment of students who are of high caliber. The second is the cooperation of the faculty. The third is backing from the administration. The fourth is a program of student activities that will challenge and encourage the student to take an active part in the conduct of the school. A court is expensive in the time and energy which has to be put into it, but it does pay dividends.

The Case Against Peacetime Military Training

(Continued from page 93)

ment of a mass army. They are convinced that the protection of the United States lies in training men into an army of from five to six million soldiers. Evidently they have failed to learn little from the example taught by the fall of France when 150,000 mechanized troops defeated a mass army of millions of men. Both the fall of France and the final defeat of Germany are examples of the value of a mechanized army over a mass army. We can see that the old military objective of a mass army has been tried and found wanting.

In view of the lessons that we have learned from the successes of our mechanized army in defeating Germany, we wonder how the affirmative team can still

advocate the establishment of an army based upon the mass principles that have failed in actual battle. If we have learned anything from the present war, it should be that the proposal of the affirmative team is not sound militarily.

Editor's Note: Harold E. Gibson's third article of this series will be published next month.

Comedy Cues

THINK NOTHING OF IT

The dullest girl in the class was complaining to the teacher about her grade in a test.

"Anyway" she growled, "I did work hard, and I don't think I deserved a zero."

"Neither do I," the teacher shot back, "but it's the lowest mark there is."

—Teachers' Digest.

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A very stout man was walking on the promenade of a seaside town when he noticed a weighing machine with the notice: "I speak your weight."

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—Balance Sheet.

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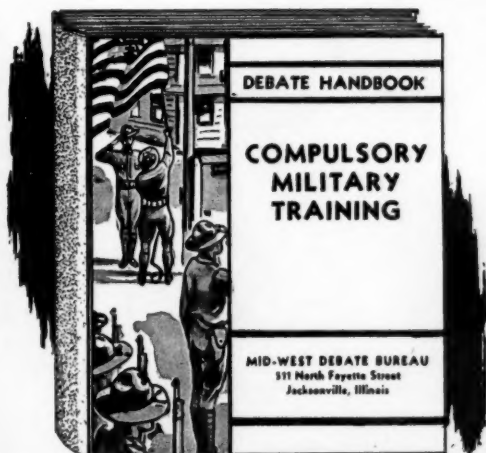
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Use an Encyclopedia: What encyclopedias contain; how to locate a topic in them; how to select information to remember; different kinds of encyclopedias.

Make an Honest Report: Why we mustn't use copyrighted material in our reports without crediting the source; using direct quotations; using borrowed ideas; how to write credit lines and prepare bibliographies.

Use a Dictionary: How dictionaries differ; kinds of information they contain; learning pronunciation marks.

Use a Map: Reading a map; kinds of maps; scales of distances; physical features; political features.

Use an Atlas: How to locate places on atlas maps; importance of index; pronunciation; other information in atlases.

Do Committee Work: Working together in committees; avoiding disturbances; tolerance; committee assignments; sharing the work.

Take Part in a Social-Studies Discussion: Co-operative venture in thinking; connecting with statements of others; agreeing with others; disagreeing.

Use the Library Card Catalogue: How cards are filed; cross-indexing; using call numbers; selecting likely books; locating books on shelves.

Use an Index: Importance of book indices; hunting topics under various headings.

Use the World Almanac: 900 pages of facts; how to locate needed facts; hunting through the index.

Locate References on a Topic: Ways of finding references in the library; card catalogue; encyclopedia; clipping files, etc.; compiling a bibliography.

Read Simple Graphs: Purpose of a graph; kinds of graphs; understanding graphs; getting facts from graphs.

Read Pictorial Graphs and Maps: Facts dramatized; pictorial symbols; headings and keys; getting facts from pictorial graphs and maps.

Read Percentages, Estimates, and Figures: Difference between accurate figures and estimates; reliability of source; understanding large figures; drawing right conclusions from percentages.

Outline Social-Studies Material: The pattern for diagramming material; numeral-alphabet keys; topics and sub-topics; how to organize ideas.

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